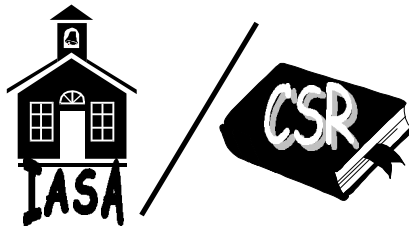


# IMPROVING AMERICA'S SCHOOLS ACT (IASA)



## LOCAL EDUCATION AGENCY CONSOLIDATED APPLICATION GUIDELINES

### **Fiscal Year 2002**

APPLICATION PROJECT PERIOD: September 1, 2001 - August 31, 2002

### **COVERED PROGRAMS**

<b>Title I, Part A</b>	Helping Disadvantaged Children Meet High Standards
<b>Title I, Part D</b>	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk of Dropping Out
<b>Title II, Part B</b>	Dwight D. Eisenhower Professional Development Program
<b>Title IV</b>	Safe and Drug-Free Schools and Communities Act
<b>Title VI</b>	Innovative Education Program Strategies
<b>Title VI</b>	Class-Size Reduction Program



NEW JERSEY DEPARTMENT OF EDUCATION  
PO Box 500  
Trenton, New Jersey 08625-0500

PTM. NO. 1502.29

<http://www.state.nj.us/education>

**(Select Grants; Select Entitlement Grants)**

## TIMELINES

FY 2002 Distribution of IASA Allocations .....	May 17, 2001
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## ACKNOWLEDGMENTS

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New Jersey Department of Education  
Improving America's Schools Act (IASA)  
LEA Consolidated Formula Subgrant Application  
Guidelines/Forms  
FY 2002

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## I. TIMELINES

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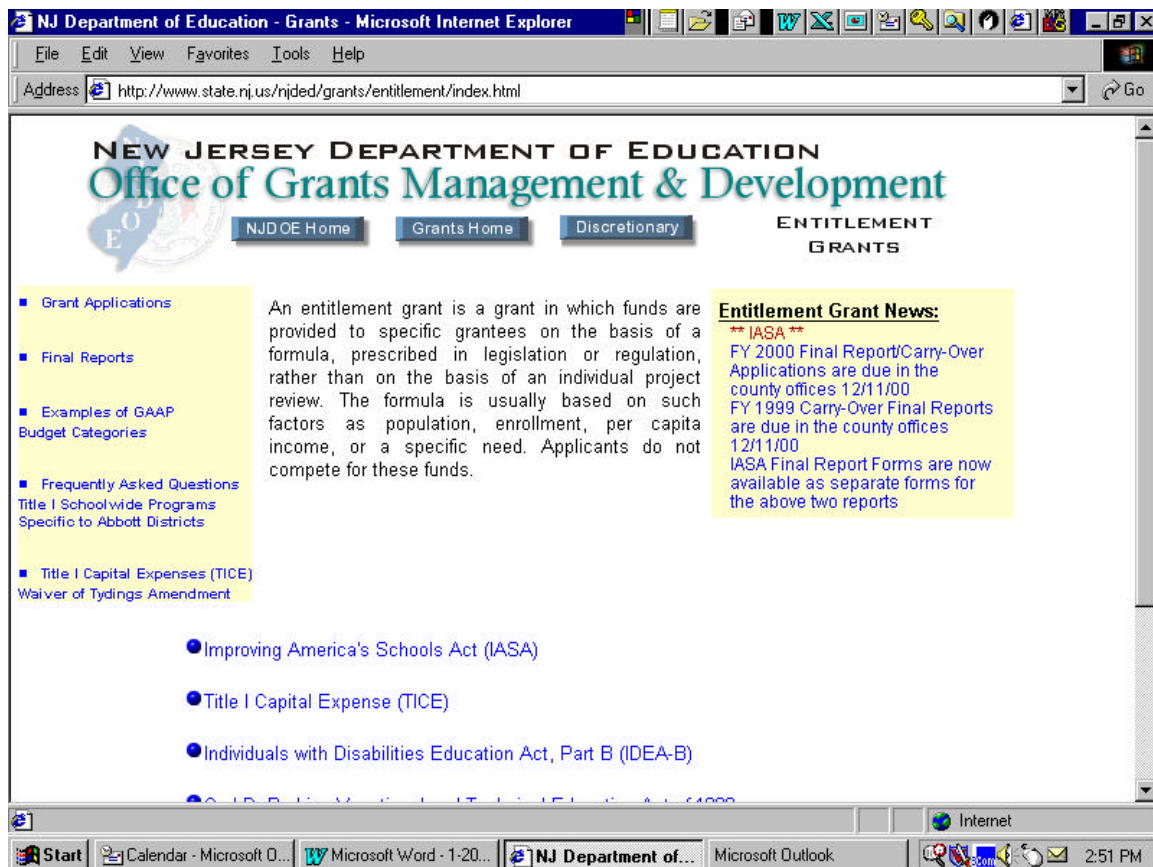
## II. WEBSITE INFORMATION

<http://www.state.nj.us/education>

(Select *Grants*; Select *Entitlement Grants*)

The Grants Management and Development Website offers the following IASA information:

- IASA/CSR Guidelines
- Application Forms (Microsoft Word, PDF and Excel formats), *available after April 15, 2001*
- Amendment Forms, *available after April 15, 2001*
- Final Report/Carry-Over Application Forms, *available after April 15, 2001*
- GAAP Codes
- NJDOE Telephone Directory
- Title I Schoolwide Program - Frequently Asked Questions specific to Abbott Districts



### **III. INTRODUCTION**

#### **A. COVERED PROGRAMS**

This consolidated application is to be used by Local Education Agencies (LEAs) to apply for federal funding. New Jersey's charter schools are considered LEAs for the purposes of federal funding. LEAs may apply for the following programs under the Improving America's School Act of 1994 (IASA):

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk of Dropping Out
- Title II, Part B: Dwight D. Eisenhower Professional Development Program
- Title IV: Safe and Drug-Free Schools and Communities Act
- Title VI: Innovative Education Program Strategies
- Class-Size Reduction Program

#### **B. CLASS-SIZE REDUCTION**

Congress included the appropriation for Class-Size Reduction (CSR) within the Title VI program which is part of the IASA legislation. Although CSR has a separate implementation statute (see Appendix D), Congress intended that it be part of Title VI. Therefore, except where it is inconsistent with specific provisions of the CSR statute, the Title VI, Innovative Education Program Strategies statute applies to the CSR program.

#### **C. PURPOSE**

The purpose of the consolidated application process, as designed in 1997, was to encourage LEAs to do the following:

- reexamine the effectiveness of current programs and use of funds;
- convert a program-specific application process into a process that promotes thinking about how the programs collectively fit together;
- coordinate funding from local, state and federal resources; and
- focus the programs on supporting the *Strategic Plan for Systemic Improvement of Education in New Jersey*.

These guidelines describe policies and establish procedures for the use of funds awarded under each of the covered programs. They explain the process for requesting, controlling and reporting the use of funds. *Although these guidelines do not include all of the regulatory requirements to which the subgrantee must adhere, it is the responsibility of the applicant to comply with all provisions of the regulations for each individual program which are included in the IASA law.* Under the supervision of the New Jersey Department of Education (NJDOE), the provisions of these guidelines apply to all LEAs that participate and receive funding.

## D. OVERVIEW OF APPLICATION PROCESS

The FY 2002 application, which is due on **July 16, 2001**, initiates the sixth year of the IASA consolidated application. In year one, applicants were required to coordinate programs and align objectives and activities under four primary goals supporting the *Strategic Plan*. The FY 1998 application continued to support these goals and required that applicants conduct a comprehensive needs assessment to determine their status in relation to the goals and develop a three-year plan describing how the LEAs use funds from each of these programs in a consolidated effort to meet the goals. The FY 1999 application was a continuation of the approved LEA three-year program plan and provided the opportunity for LEAs to assess its progress toward meeting its objectives. The FY 2000 application was expected to be the final year of the three-year program plan. The FY 2001 subgrant was an annual application as the federal authorizing legislation was on a continuance. Since the US Congress has not yet reauthorized IASA, this subgrant annual application is being extended for the 2002 fiscal year.

**For FY 2000 and FY 2001, the CSR application was submitted separately. For FY 2002, the CSR application is consolidated within the IASA subgrant application. LEAs are required to update the annual IASA program plan that will be in effect in this continuance year of the IASA law.** During FY 2002, the LEA needs to determine if coordination of programs and achievement of goals and objectives have occurred. The activities and benchmarks need to be continued or updated accordingly. For FY 2002, the CSR program must be coordinated with the other covered programs.

LEAs applying for funds in any of the covered programs for the first time (ie: Title I eligible) must conduct a needs assessment and include the objectives and activities in the program plan. All other pages of the application must also be completed. See "Checklist for Application Submission," Section VIII-2. Further information regarding the application process is included in Section VI of these guidelines.

**Note:** Due to current Congressional delays in the reauthorization of IASA, the CSR spending agreement and late receipt of program guidance, the FY 2002 IASA Consolidated Subgrant Application, Amendment and Final Report forms are not available in these guidelines. The sample forms provided are subject to change. All FY 2002 forms will be available by April 15, 2001 on the NJDOE web site and by request to OGMD or the county office of education.

## **IV. FEDERAL AND STATE PRIORITIES**

The parameters within these Guidelines were established under the authority of the following laws and regulations:

### **A. FEDERAL REGULATIONS**

- Elementary and Secondary Education Act of 1965 (20 *U.S.C.* 2701 *et seq.*) as amended by the Improving America's School Act, Public Law of 1994, 103-382 and Public Law 106-554
- Education Department General Administrative Regulations – September 1999 (EDGAR) (34 CFR Parts 76, 77, 79, 80, 81, 82, 85, 86, 97, 98, 99)
- Department of Defense Appropriations Act, Stevens Amendment (§8136 of *P.L.* 100-463)
- General Education Provisions Act (GEPA) (20 *U.S.C.* 1221 *et seq.* and §427)

### **B. STATE REGULATIONS**

- *N.J.A.C.* 19A provides requirements for *Urban Education Reforms in the Abbott Districts*.
- *N.J.A.C.* 6:39 mandates required statewide assessment and evaluation.
- *N.J.S.A.* 18A:40A *et seq.*, *N.J.A.C.* 6:29-6 *et seq.*, and *N.J.A.C.* 6:29-10 *et seq.* provides standards for alcohol, tobacco, and other drug activities.
- *N.J.A.C.* 6:26 provides standards for intervention and referral services for general education pupils.
- *N.J.A.C.* 6A:30 *et seq.* specifies the procedures for the Evaluation of the Performance of School Districts.
- New Jersey Chapters 127 and 128 provides regulatory requirements for possession of firearms and assaults with weapons.

### **C. EDUCATIONAL PRIORITIES**

The NJDOE fully supports the principle on which the federal Goals 2000: Educate America Act is predicated, that all elements of the education system should support the achievement of challenging academic standards by all students. In its 1994 resolution calling for the creation of a plan for systemic education improvement, the State Board of Education established as its priority the pursuit of "high academic standards in a safe learning environment." The educational priorities needed to achieve the reform of education were formulated into the *Strategic Plan for Systemic Improvement of Education in New Jersey (1994)*. The basic tenets of the plan are as follows:

- the requirement of high standards for all students in a safe school environment;
- state assessments to ensure accountability;
- a system of rewards and sanctions designed to direct resources into services directly related to helping students achieve the standards;
- professional development policies to assist educators in helping all students achieve the standards;
- public engagement in all aspects of educational reform and student progress;

- regulatory flexibility designed to give relief to Local Education Agencies from prescriptive rules; and
- appropriate use of technology to facilitate educational and managerial improvements.

The NJDOE supports LEAs in developing the capacity to undertake and sustain improvement initiatives within the framework of the National Education Goals and the *Strategic Plan*.

One strategy to assist LEAs in undertaking improvement initiatives is the consolidation of federal education funds for programs, as permitted by §14302 of the IASA. The NJDOE consolidated *State Plan* and subsequent amendments were submitted and approved by the United States Department of Education (USDOE) for the following programs:

- Title I: Parts A (Basic Grant), B (Even Start), C (Migrant Education) D (Neglected, Delinquent or At-Risk Children) and School Improvement – Accountability
- Title II: Part B (Eisenhower Professional Development Program)
- Title IV (Safe and Drug-Free Schools and Communities Act)
- Title VI (Innovative Education Program Strategies)
- Class-Size Reduction Program
- Goals 2000: Educate America Act
- Subtitle B of Title VII of the Stewart B. McKinney Homeless Assistance Act
- Technology Literacy Challenge Fund

The purpose of the consolidated *State Plan* is to facilitate the achievement of the goals in the *Strategic Plan* by integrating programs under IASA to achieve comprehensive school reform and promote the achievement of high standards for students. The consolidation of these federal programs is designed to develop a comprehensive school program supported through a unified planning process. Major objectives of the consolidation include a focus on improved teaching and learning through a comprehensive approach rather than individual program administration, increased flexibility, improved cross-program coordination, integration of services and an emphasis on improving schools to benefit all children. The goals of the consolidated *State Plan* are as follows:

- Create the opportunity for all students to meet high-quality academic standards.
- Improve the quality of instruction through professional development that will help students meet challenging academic standards.
- Establish a learning environment conducive to academic achievement by coordinating and/or providing necessary student services.
- Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

The opportunity to consolidate federal program funds is also extended to LEAs. LEAs now apply for Title I, Parts A and D; Title II, Part B; Title IV and Title VI formula program funds using the IASA Consolidated Application. For FY 2002, CSR is included in the IASA Consolidated Application. The funds for these programs will continue to be distributed to eligible LEAs on the basis of formulas consistent with the requirements of each individual program. The Consolidated Application encourages program coordination and collaboration,

shared decision-making, and comprehensive planning to advance local systemic improvement. The distribution of formula funds in this manner decreases administrative requirements, thereby supporting one of the NJDOE's overarching goals to redirect resources to instruction.

### Title I Schools in Need of Improvement

A Title I school will be identified as in need of improvement if it has failed to achieve the state standard [75% students pass the Elementary School Proficiency Assessment (ESPA) or Grade Eight Proficiency Assessment (GEPA); 85% students pass the High School Proficiency Test (HSPT)] on the state assessment in the same content area for two consecutive years and then failed to make adequate yearly progress (AYP) toward meeting the state standard in year three, of the new state testing programs.

An LEA with a Title I school in need of improvement will be notified of their designation. LEAs receiving Title I funds that have schools in need of improvement are required to implement school improvement activities including intensive professional development and public school choice concurrently, so that all students – both those who transfer out of schools identified for improvement and those who remain – can achieve high academic standards.

These LEAs will receive additional information regarding Title I Accountability funds that will be available for these schools. Specifically, a school that is in school improvement status must:

- develop or revise its school plan;
- submit the new or revised plan to the local educational agency for approval; and
- devote, over two consecutive years, an amount equivalent to 10 percent of its annual Title I allocation to professional development, or otherwise demonstrate that the school is effectively carrying out professional development activities.

In addition, the LEA plays a critical role in the school improvement process.

- Each local educational agency must make available technical or other assistance to identified schools as they develop and implement their new or revised plans.
- After providing technical assistance and taking other remediation measures, a local educational agency may, at any time, take corrective action to turn around a school identified for improvement.
- A local educational agency must take corrective action to improve schools that fail to make adequate progress after the third year following identification for improvement.

Corrective actions may take many forms, as long as they are consistent with state and local law. For example, an LEA could require the school to implement a new research-based curriculum, along with appropriate professional development, that offers substantial promise of improving educational achievement for low-performing students. Or, an LEA could require a school to implement a comprehensive school reform model. Other corrective actions available to an LEA include withholding funds or specifying their use; decreasing school-level decision-making authority; reconstituting the school staff; making alternative governance arrangements such as the creation of a public charter school; or authorizing students to transfer to other public schools served by the LEA.

*Note Under separate cover, these LEAs will be informed of any additional requirements that must be added to the FY 2002 IASA Application to demonstrate how school improvement will be effected.*

### Whole School Reform in the Abbott Districts

In May 1998, the New Jersey Supreme Court ordered Abbott School Districts, the 28 litigants in *Abbott vs. Burke*, to implement Whole School Reform (WSR). Two districts have since been added to the original 28 for a total of 30 Abbott districts. All elementary schools in Abbott districts are required to implement a WSR model for the purpose of improving student attainment of New Jersey's Core Curriculum Content Standards. WSR is part of a thorough and efficient education for children in the Abbott districts. The first cohort of 72 schools and the second cohort of 100 schools started to implement WSR in FY 1998-1999 and FY 1999-2000. In September 2000, the remaining Abbott district schools began to implement a WSR model.

In the Abbott districts, the concentration of all available resources to support a single strategy called zero-based budgeting is an essential part of a WSR model. Zero-based budgeting is not just a matter of fiscal efficiency. Instead, it is educationally necessary. Services and support are provided to these schools to assure implementation of their WSR model.

Abbott schools implementing a WSR model are required to show all federal, state and local resources in their school-based budgets that will be used to support WSR. The federal funds in the consolidated subgrant can be combined or blended. In order to combine these federal funds, a school must be an approved Title I Schoolwide Program. This approval permits schools to combine federal funds, as long as the intent and purpose of the federal programs are met. A Title I Schoolwide Program designation allows a school to use funds from Title I and other federal programs to support their whole school reform effort. To assist WSR schools with combining their federal funds as a Title I Schoolwide Program, information is provided in these guidelines in Section VIII – 46 and in Appendix E and on the NJDOE web site in the "Frequently Asked Questions – Title I Schoolwide Programs Specific to Abbott Districts" document ([www.state.nj.us/education](http://www.state.nj.us/education); select *Grants*; select *Entitlement Grants*; select FAQ document). *The Guide for Implementing Urban Education Reform in Abbott Districts* and the *Financial Accounting for New Jersey Abbott School Districts* contain comprehensive information on WSR.

### **Creating a Safe Learning Environment**

The seventh National Education Goal provides that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." The Safe and Drug-Free Schools and Communities Act of 1994 (Title IV) sets forth the activities eligible for funding under Title IV, which reflect the priorities of the federal government in the prevention of violence and alcohol, tobacco, and other drug use (ATOD). New Jersey's initiatives to reduce alcohol, tobacco, and other drug abuse are contained in *The Governor's Blueprint for a Drug-Free New Jersey*. Local plans should be consistent with the current master plan of the Governor's Council on Alcoholism and Drug Abuse and with the Governor's Drug Enforcement Education and

Awareness Program (October, 1996). Direction is also provided in the New Jersey Administrative Code (*N.J.A.C.* 6:29-6 and *N.J.A.C.* 6:29-10) and the New Jersey Statutes Annotated (*N.J.S.A.* 18A:40A-1-21). New Jersey's initiatives to reduce school violence and promote school safety are contained in the NJDOE's *Safe Schools Initiative: Creating a Safe, Disciplined School Environment Conducive to Learning*. All activities requested for funding under Title IV should be consistent with Title IV, the Governor's blueprint, the Safe Schools Initiative, New Jersey laws and regulations, and The Principles of Effectiveness (VIII – 28 and VIII - 48-49).

Pursuant to IASA §4112(b)(1), NJDOE's IASA Consolidated State Plan submitted to the USDOE includes a number of measurable goals and objectives for the use of **Title IV** funds. Under the plan, the state is responsible for achieving the following outcomes identified in the NJDOE's goals and objectives, which should guide the development of local program plans:

#### *NJDOE Substance Abuse Outcomes*

By the year 2002:

1. Reduce the 30-day use rates of cigarettes, alcohol and marijuana at grades ten and twelve.
2. Delay the age of onset of use of cigarettes, alcohol and marijuana.
3. Decrease by 20 percent the incidents of substance abuse on school property or at school events.
4. Implement and test instructional outcomes based on the curriculum framework for Standards 2.2 and 2.3 of the Core Curriculum Content Standards.
5. Adopt all of the following comprehensive ATOD prevention strategies (described on VIII- 49): education; problem identification, support and treatment referral; environment; alternatives; school/community process; and information dissemination.

#### *NJDOE Violence Outcomes*

By the year 2002:

1. Reduce by 20 percent the incidents of violence on school property or at school events.
2. Decrease by 20 percent the incidents of weapons possession on school property or at school events.
3. Adopt comprehensive programs for sudden violent loss events, including prevention, intervention and postvention programs or services.



## V. STATE DISTRIBUTION OF FUNDS

### A. ALLOCATIONS

Notification of allocation amounts will be forwarded to the eligible LEAs in the spring of 2001. LEAs and private nonprofit schools are eligible for funds/services. Special education private schools are not eligible. Instead, the LEA that pays the tuition costs to these private schools receives the funds on behalf of these special education students. The NJDOE distributes grant awards to each eligible LEA that submits an approvable Consolidated Application. Allocations are calculated separately for each of the "covered programs" as follows:

**Title I, Part A** – Basic and Concentration funds are allocated by the federal government using U.S. Census Bureau data (IASA § 1124 & 1125). The allocations reflect the numbers of formula children (per LEA) using 1997 poverty estimates.

In New Jersey, final allocations to LEAs are calculated in two (2) ways:

- For districts with resident populations of over 20,000, allocations are based on the USDOE allocation, that is then adjusted for state administrative costs and adjustments to fund charter schools and county vocational-technical institutions; and
- For districts with resident populations under 20,000, available funds are reallocated using New Jersey ASSA enrollment and free lunch/free milk data (charter schools and county vocational-technical institutes are included in the under 20,000 population of LEAs for Title I allocation purposes).

Neglected funds are allocated to LEAs where neglected institutions are located for prevention or intervention programs for children and youth who are delinquent or at risk of dropping out of school. (IASA § 1124)

**Title I, Part D** - Funds are allocated to LEAs where delinquent institutions are located for prevention or intervention programs for children and youth who are delinquent or at risk of dropping out of school. (IASA §1422)

**Title II** - Of the funds designated for distribution to LEAs, 50 percent is distributed based on relative enrollment in public and private nonprofit schools within the boundaries of the LEA and 50 percent is based on the relative amount the LEA receives under Title I, Part A. (IASA §2203)

**Title IV** - Of the amount designated for distribution to LEAs, 70 percent is distributed based on the relative enrollment in public and private nonprofit schools within the boundaries of the LEA and 30 percent is based on those LEAs with the greatest need. Greatest need LEAs are determined by a formula based on the appropriate weighting of the school, district and community factors associated with violence and substance use. Greatest need funds are distributed to not more than 10 percent of the LEAs based on the computation of the formula. (IASA §4113)

**Title VI** - Of the amount designated for distribution to LEAs, 70 percent is distributed to LEAs based on the relative enrollment in public and private nonprofit schools within the boundaries of the LEA. Thirty percent is distributed to LEAs with a percentage of low-income students exceeding the statewide average. (IASA §6102)

**Class-Size Reduction** - The state allocates 100 percent of its award to LEAs. Distribution to the LEAs is based on poverty as defined by the U.S. Census Bureau (80 percent) and school enrollment (20 percent) of public and private elementary and secondary schools within the boundaries of the LEA. (Public Law 106-554, §306)

## **B. PRIVATE SCHOOLS**

The statutory requirements pertaining to private schools are addressed in IASA §1120 (Title I), §6402 (Title VI) and in IASA (Title XIV - General Provisions) §14503 (Part A of Title I, Titles II, IV and VI), P.L. 106-554 (CSR) and EDGAR, 34 CFR Parts 76.650-662. Nonprofit private schools are eligible to participate in these programs if the LEA in which the private school is located is eligible and has submitted an approvable application and if the private school has completed a Nonpublic Enrollment Form. The LEA is responsible for applying for federal funds through the IASA application, the private school is responsible for submitting the Nonpublic Enrollment Form on which the allocation information is based. Questions regarding the Nonpublic Enrollment Form should be directed to John Lally, Office of Educational Support Services (609-984-7814).

If an LEA chooses not to participate in the program, the law does not provide a vehicle for affording services to teachers and children in private schools located in the LEA. Further, the program statute does not authorize the NJDOE to reallocate funds to another LEA for purposes of allowing participation of teachers and children at private schools located in a nonparticipating LEA.

LEAs are required to consult with private schools regarding the development of the application and to provide equitable services to teachers and children in private schools choosing to participate in these programs. The services or benefits provided are under the control and supervision of the LEA and must be secular, neutral and non-ideological. The LEA application should incorporate services provided to private schools in all aspects of the application, including the program plan and budget. The private schools have a responsibility to actively participate in the development of the program plan, its objectives, activities and evaluation methods. Section VIII – 43-52 of these guidelines has more specific information regarding the elements to utilize in the development of the program plan. Consultation with private schools and the LEAs must occur prior to the approval of the application by the LEA's board of education.

The private schools are also responsible for providing input to the LEA in the development of the budget for the funds allocated to benefit the private school students. These funds may only be spent on allowable activities for each Title. At the end of the project period, private schools that are allocated funds must report the status of the objectives to the LEA that will include this information in the Final Report. At the end of the grant period, any unexpended funds that were designated for services to the private schools may be utilized by the specific private school only in the following fiscal year. (See Section IX – 9, Post Award Requirements/Final Report)

Charter Schools are exempt from the private school consultation requirement because the public school is responsible for the private students that reside in the jurisdiction.

**Private School Policies:** The following policies have been established regarding changes in private school status:

- **For private schools which move from one LEA to another LEA:** Upon written request of the private school to the Office of Educational Support Services, nonpublic school services, allocations generated by the private school pupils will be transferred to the new LEA. Transfers of allocations will not be made after August 31 (the beginning of the school year in which the program is being implemented).
- **For private schools that have closed:** Private schools should notify the LEA providing services and the NJDOE, Office of Educational Support Services, nonpublic school services prior to closing. LEAs will not receive allocations for private schools that have closed within their geographic boundaries. LEAs desiring to receive funds for students transferring to private schools within their jurisdiction from private schools that have closed will be considered on an individual basis, depending on availability of funds. For private schools that have closed in the LEA's jurisdiction, during the consultation meeting, the operating private school representatives should advise the LEA if any students from closed private schools are now attending its school. In this case, the LEA may redistribute the fair portion of the closed private school funds for these transferred students. Otherwise, LEAs must make a formal request in writing and provide supporting documentation to the Office of Educational Support Services.
- **For private schools not listed on the LEA allocation notice:** Funds generated by pupils attending private schools not listed on the LEA allocation notice will be allocated to LEAs only if the private school submits a Nonpublic Enrollment Form, including a tax identification number. This form must be completed in accordance with the procedures and timelines of the Office of Educational Support Services.

## **PROGRAM SPECIFICS**

### **Title I only**

Eligible LEAs receiving Title I funds are responsible for providing services to all eligible private school students residing in the eligible school attendance area. Title I funds for private school children are included in the total allocation to LEAs. The LEA determines the amount of funding for private school children based on the number of poverty private school children who reside in eligible public school attendance areas. Refer to Section VIII, G. for specific information regarding eligibility of private school children, poverty criteria, consultation requirements, and equitable services.

#### **Special Rule**

If an LEA chooses not to serve an eligible school attendance area, the number of children attending private elementary and secondary schools who are to receive services under Title I, Part A, must be determined without regard to whether the public school attendance area in which the children reside received Title I funds.

## **Titles II, IV, and VI only**

For Titles II, IV, and VI, an allocation amount based on enrollment is calculated for each eligible private school located within the geographic boundaries of the LEA. This amount is included on the allocation notice mailed to each LEA. See Appendix G for specific information regarding private school participation and the relationship with Title VI and Class-Size.

## **Class-Size Reduction**

Professional development services to teachers must be offered to private nonprofit schools. If funds are used for professional development activities, private schools must be provided an opportunity to equitably participate in such activities. The percentage of funds required for private school professional development activities is provided on the CSR allocation notices.

### **Frequently Asked Questions**

**Q.** Can an LEA use unexpended private school funds at the end of the project period?

**A.** No. The LEA must consult with the private school during the entire process. If there are unexpended private school funds after consultation, the LEA may request to carry over funds for the use of the private school or refund these funds.

**Q.** Under what circumstances would a private school not be listed on an LEA's allocation notice?

**A.** The private school did not submit a Nonpublic Enrollment Form or, if a form has been submitted, the private school is listed as "for profit."

**Q.** If the LEA is using CSR funds, must private schools within its district be included?

**A.** Yes, LEAs *must* ensure equitable participation of teachers from private, nonprofit elementary and secondary schools located within the LEA in any professional development activities financed with CSR funds.

**. How is the amount of CSR funds for professional development for the private schools determined?**

**A.** The LEA allocation notice provides the percentage of funds for the LEA and for each private school within the LEA's jurisdiction. If the LEA is using any CSR funds for professional development, the private schools are entitled to use their percentage of funds for their professional development needs. If the LEA uses all of its CSR funds for teacher salaries, funds do not need to be shared with the private school(s).

## **VI. CONSOLIDATED APPLICATION PROCESS**

### **A. APPLICATION SUBMISSION**

No later than **July 16, 2001**, each LEA must submit a consolidated application or an LEA Allocation Refusal (Appendix F) to both the appropriate county office of education and to the:

New Jersey Department of Education  
Office of Grants Management and Development  
PO Box 500  
Trenton, New Jersey 08625-0500  
Attention: IASA Consolidated Application

Late submissions of the consolidated application will delay the effective starting date of the program, the application approval and payments (See Period of Obligation, VIII – 60). IASA Applications that are submitted late and are received after **October 12, 2001** will not be considered for FY 2002 funding.

### **B. APPLICATION REVIEW**

The NJDOE will review applications, request revisions, return incomplete or incorrect applications, determine approval or disapproval of requests, notify appropriate agencies, and process approved applications for payment to LEAs to ensure that:

- services and activities described are authorized to be supported using the funds indicated;
- expenditures support the programs described;
- services are coordinated;
- instructional strategies enable achievement of high standards in safe learning environments (e.g., extended learning time, minimizing pull-out, Saturday classes, family literacy, summer school, and year-round services);
- the budget complies with all constraints and all costs are allowable;
- the application is complete, including signatures, assurances, private school participation; and
- LEAs are notified of final awards.

Incomplete applications are subject to revision, return and/or disapproval. Once an application is approved, the NJDOE will begin the payment process to LEAs.

### **C. ALLOCATION REFUSAL**

An LEA or private school may choose not to apply for its allocation under one or more of the covered programs by completing the appropriate refusal form. The LEA must submit the LEA Allocation Refusal (Appendix F) to the NJDOE no later than **July 16, 2001**. If a private school chooses not to participate, a copy of the Private School Participation Refusal (Appendix I) must be submitted with the LEA's Consolidated Application. **EXCEPTION:** If a private school is refusing Title I services only, documentation should be maintained in the district.

#### **D. APPROVALS, DISAPPROVALS, AND PROCEDURES FOR APPEAL**

The NJDOE approves requests that meet the statutory requirements. Upon approval, the NJDOE sends the LEA a Notification of Award and a Grant Acceptance Certificate (GAC). *After receipt of these documents*, the LEA must obtain board approval for acceptance of the funds and return the GAC to the Office of Grants Management and Development. The NJDOE then issues payments to the LEA after receiving the completed, board-approved GAC.

The NJDOE may disapprove requests failing to meet any statutory requirements, but in all such cases, the NJDOE will give reasonable written notice to the applicant and provide an opportunity for an appeal to the applicant before disapproving a request for funds.

## VII. WAIVER PROCESS

In accordance with IASA §14401, the United States Secretary of Education is authorized to waive certain federal requirements if they impede school improvement efforts. Federal waivers and waiver extensions may be requested by the State Education Agency (SEA) on behalf of an LEA or school, or by an LEA on its own behalf after the NJDOE has had an opportunity to review and comment on the waiver request. The following requirements may not be waived under the general waiver authorities:

- allocation or distribution of funds to states, LEAs or other recipients;
- maintenance of effort;
- comparability of services;
- use of federal funds to supplement, not supplant, nonfederal funds;
- equitable participation of private school students and teachers;
- parental participation and involvement;
- civil rights and health and safety requirements;
- Title X, Part C charter schools requirements; and
- prohibitions regarding state aid or use of funds for religious worship or instruction.

All other statutory or regulatory requirements of the IASA may be waived based on a compelling request by a waiver applicant. Documentation of the process for development of the waiver request (e.g., school-based team decisions) would contribute to a compelling waiver request. The following specific requirements must be satisfied in a federal waiver application:

- Identification of the federal programs affected.
- Description of the requirements to be waived and how waivers would increase quality of instruction or improve academic performance.
- If applicable, description of which similar state and local requirements would be waived, and how waivers would help achieve stated objectives.
- Description of specific, measurable educational improvement goals and expected outcomes for all affected students.
- Description of how schools would continue to provide assistance to the same populations served by programs for which waivers are requested.
- Description of methods to be used to measure progress in meeting goals and outcomes.
- For LEAs or schools seeking waivers, assurance that the SEA had an opportunity to review the request, and submission of any SEA comments. Also, an assurance that the public was provided an opportunity to comment on the request.

In accordance with the August 11, 1998 *Federal Register* and the "US Department of Education Waiver Guidance of August 1996" (as updated in August 1997), all requests for waivers scheduled for implementation in the beginning of the 2001-2002 school year must be submitted to the USDOE no later than April 1, 2001. To meet this federal deadline, LEAs must submit all federal waiver requests to the NJDOE and their county office of education for comment by February 1, 2001. Although LEAs may submit requests at a later date,

implementation of the waiver may not begin until approval is received. Thus, LEAs are strongly encouraged to engage in the process of deciding what waivers to seek early in the planning process. During the period of time new waiver requests are under review, a waiver applicant must continue to comply with the requirement that is the subject of the waiver request. LEAs considering requesting federal waivers may contact the USDOE waiver assistance line at (202) 401-7801. Information is also available at <http://www.ed.gov/flexibility>.

All federal waiver requests by an LEA must be submitted to its county office of education and to the responsible program office at the NJDOE for review and comment:

- Title I - Office of Specialized Populations
- Title II - Office of Standards and Professional Development
- Title IV - Office of Educational Support Services
- Title VI and CSR- Office of Grants Management and Development

Although the NJDOE does not have the authority to grant approval of waivers for federal statutes or regulations, the NJDOE is required to review all requests. The review will determine if the request is appropriately addressed by waiving federal requirements, determine if there is a comparable state statute that cannot be waived, and ensure consistency with the *Strategic Plan*. The NJDOE will respond to federal waiver requests of LEAs within a 45-day period. The LEA, in turn, will submit the waiver request with the NJDOE's comments to:


Assistant Secretary for Elementary and Secondary Education  
United States Department of Education  
Attention: Waiver Staff  
400 Maryland Avenue SW  
Washington, DC 20202

The NJDOE will continue to allow more regulatory flexibility by granting waivers to specific requirements of the rules contained in the *New Jersey Administrative Code*, Title 6, under the authority of *N.J.A.C. 6:3A*. A federal waiver request approval does not permit the LEA to disregard state administrative code. A state waiver must be requested separately. State waivers may be granted on a case-by-case basis when the intent of the law or regulation is served, the provision of a thorough and efficient education is not jeopardized and there is no adverse impact on the health, safety, or civil rights of students. Although the state waiver process is separate, a description of the state requirement to be waived, along with the state waiver application, should be included in any waiver application for a similar federal requirement.



## VIII. IASA CONSOLIDATED APPLICATION

This section is a guide to completing the application. Each sample form of the application is preceded by important information pertaining to the form and directions for completion. The sample pages of the application in these guidelines are subject to change upon receipt of guidance from the USDOE. By April 15, 2001, a complete copy of the application will be available on the NJDOE web site (<http://www.state.nj.us/education>, select *Grants*, select *Entitlement Grants*, select *Improving America's Schools Act*).

 ***The IASA Consolidated Application budget pages are also available in an Excel version to assist in the completion and accuracy of the application. LEAs are strongly encouraged to use this version.***

In order to complete the application, LEA staff responsible for the covered programs will need to do the following:

- collaborate to develop a single application that aligns the programs with the *Strategic Plan* that helps students meet the challenging content standards;
- include the Class-Size Reduction program in the subgrant;
- be knowledgeable about the purposes and the constraints on the uses of the funds made available under the covered programs;
- review, revise and update the approved program plan to ensure appropriateness of the objectives, benchmarks and activities to be funded;
- obtain input from private nonprofit schools, parents, teachers, community members, advisory councils and others, as required;
- meet with school business administrators to verify the accurate completion of the budget; and
- attend training sessions.

Descriptions of services and benefits provided to participating **private school students and teachers** must be incorporated into the annual IASA application.

<p><b>Note:</b> The approved program plan developed for the FY 1998 application covered the three year period from September 1, 1997 through August 31, 2000. Since the three-year plan has expired and IASA has not been reauthorized, a new one-year application is needed. The new application will cover the project period from September 1, 2001 to August 31, 2002.</p>
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## **A. CHECKLIST FOR APPLICATION SUBMISSION**

### **FOR ALL APPLICANTS**

- \_\_\_\_\_ Title Page
- \_\_\_\_\_ Title Page Funds Requested Worksheet, *\*if applicable*
- \_\_\_\_\_ LEA Refusal (Appendix F) and/or Private School Refusal Form (Appendix I),  
*if applicable*
- \_\_\_\_\_ Assurances and Certification
- \_\_\_\_\_ Program Coordination Description
- \_\_\_\_\_ Program Coordination Checklist
- \_\_\_\_\_ Participants in Application Development
- \_\_\_\_\_ Title I Program Description & Titles II, IV, VI and CSR-Services for Private School  
Students
- \_\_\_\_\_ Program Plan
- \_\_\_\_\_ Budget Summary
- \_\_\_\_\_ Budget Detail
- \_\_\_\_\_ Budget Detail - Administrative Costs, *\*if applicable*

### **FOR TITLE I**

- \_\_\_\_\_ Eligibility of Schools
- \_\_\_\_\_ Eligibility Page: Checklist and Points to Remember (*optional*)
- \_\_\_\_\_ Schoolwide Program Plan(s), *\*if applicable*

### **FOR TITLE II**

- \_\_\_\_\_ Title II Waiver Request, if applicable

### **FOR TITLE IV**

- \_\_\_\_\_ Annual Objective Analysis of ATOD and Violence Problems

### **FOR TITLE VI**

- \_\_\_\_\_ Data Collection Bubble Sheet

### **FOR CLASS-SIZE REDUCTION**

- \_\_\_\_\_ LEA CSR Data Collection Worksheet

### **FOR CONSORTIUM APPLICANTS ONLY**

- \_\_\_\_\_ Title Page Summary

### ***For each participant in the consortium (including the consortium applicant):***

- \_\_\_\_\_ Title Page
- \_\_\_\_\_ Title Page Funds Requested Worksheet, *\*if applicable*
- \_\_\_\_\_ Assurances and Certification

## ***B. TITLE PAGE***

The Title Page provides all information necessary to identify the applicant, record the date of board approval for submission of the application, and verify the amount of funds requested in the application. This page is used by consortium participants to record the amount of funds contributed to a consortium. This page is also used by the consortium applicant to summarize all the funds requested.

Applicants not requesting the total amount allocated to the LEA (e.g., private school refusing funds, LEA contributing funds to consortium) must also complete the Title Page Funds Requested Worksheet.

### **Consortium Applications**

If LEAs choose to work together to provide services, they may do so by applying as a consortium. The NJDOE will pay the aggregate of funds allocated by participating agencies to the LEA that will act as the applicant agency. The applicant is responsible for the use of all funds awarded and must submit all required records and reports (e.g., Final Report) on behalf of the consortium participants. The applicant is responsible for coordinating services for its private schools and those of the participating agencies.

Consortiums are established based on the following criteria:

- Participants may contribute funds from one or more of the Titles to a consortium, and may contribute funds to more than one consortium;
- *New!* Participants must contribute the total public award under each Title to the consortium. The participant must contact all eligible private schools to determine if these schools wish to participate. If the private school refuses to participate, the participant obtains the refusal from the private school and forwards it to the applicant LEA.
- The consortium applicant is responsible for consulting with the participating private schools.
- LEAs receiving a **Title II** allocation of less than \$10,000 are required to contribute Title II funds to a consortium *unless* a Title II Waiver Request is submitted with the application. A waiver request is necessary for all applicants, including consortium applicants, applying for an aggregate amount of less than \$10,000.

**Note:** All nonoperating LEAs that receive an allocation for any of the titled programs must join a consortium.

Consortium applicants must submit all of the following:

- the Title Page for each participant (including the consortium applicant);
- private school refusals;
- signed assurances page for each participant (including the consortium applicant);
- a Title Page for Consortium Applicant; and
- separate Title I Eligibility pages for each LEA if Title I funds are being contributed.

### **Title I Local Neglected or Delinquent (N or D) Funds**

The purpose of N or D funds is to provide equitable Title I services to children who are neglected or delinquent and who are at risk of dropping out of school. The IASA allocation notice designates separate allocations for the three types of Title I funds: 1) Basic/Concentration, 2) Neglected and 3) Delinquent. FY 2002 Title I Neglected or Delinquent funds are allocated to each LEA where an institution for neglected or delinquent children is located. An LEA that is eligible to receive N or D funds may provide the Title I services directly to institutions for neglected and delinquent children, subcontract the services, or have the services provided by another LEA (including special services school districts and educational services commissions) through a consortium.

## DIRECTIONS FOR COMPLETING THE TITLE PAGE (Individual Applicant)

Forms for individual applicants, consortium applicants and consortium participants will appear on the NJDOE web site by April 15, 2001. Select *Grants*, select *Entitlement Grants*, select *Improving America's Schools Act*.

**Note:** The project period for the funds requested in this application is the 12-month period from 9/1/2001 to 8/31/2002.

If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.

### TITLE PAGE FOR INDIVIDUAL APPLICANTS

Complete this Title Page if you are an LEA applying for funds as an Individual Applicant

- 1-5. Complete all identifying information.
- 1a Enter the LEA's four-digit district code in the **Project Code** area (IASA \_\_\_\_ -02).
- 2c. **Board Approval Date for Application Submission:** Enter the date of board approval for submission of this application. **A board resolution must be attached if the application is submitted prior to board approval.**
- 6a. **Public School Allocation:** Enter the total amount of public school funds for each titled program that appears on the allocation notice. (*This is the allocated amount not the amount requested. All public school funds that appear on the entitlement allocation notice must be included in item 6a except funds being contributed to a consortium.*)
- 6b. **Private Schools Allocation:** Enter the total amount of private school funds for each titled program that appears on the allocation notice for Titles II, IV, and VI. (*Note that the private school allocation for Title I and CSR is shaded since the LEA calculates the allocations for these two programs*)
- 6c. **Public School Funds:** Enter the public school amount being requested for each Title. This amount should equal the Public School Allocation amounts minus any funds refused by the LEA.
- 6d. **Private School Funds:** Enter the private school amount being requested for each Title, except Title I and CSR. This amount should equal the Private School Allocation amounts minus any funds refused by private schools.
- 6e. **Total Funds Contributed to Consortium:** This column is N/A for Individual Applicants and should be left blank.
- 6f. **Total Funds Requested:** Enter the total amount of funds being requested by the LEA (6c+6d=6f).
7. **Grand Total:** Total each column.

If Individual Applicants are also participating in a consortium(s), submit Title Page(s) for Consortium Participant for each consortium with the individual application. In addition, forward the Title Page(s) for Consortium Participant to the consortium applicant(s).



**New Jersey Department of Education  
Improving America's Schools Act (IASA)  
LEA Consolidated Formula Subgrant Application  
Fiscal Year FY 2002**

SUBMIT TO COUNTY  
OFFICE OF  
EDUCATION AND  
OGMD

**Project Period: 9/1/2001 - 8/31/2002**

**TITLE PAGE for INDIVIDUAL APPLICANT**

<b>1. LEA</b>				<b>1a. Project Code IASA</b> <u>    </u> <u>    </u> <u>    </u> <u>    </u> <b>- 02</b>		
<b>2. Address:</b>				<b>2a. County Name:</b>		
				<b>2b. County Code:</b>	<b>2c. Board Approval Date for Application Submission:</b>	
<b>3. Chief School Administrator:</b>				Tel. #	FAX:	Email:
<b>4. Project Director:</b>				Tel. #	FAX:	Email:
<b>5. Summer Contact:</b>				Tel. #	FAX:	Email:
<b><u>FUNDING INFORMATION</u></b>						
<b>6. PROGRAM</b>	<b>6a</b> Public School Allocation	<b>6b</b> Private School Allocation	<b>6c</b> Public School Funds Requested	<b>6d</b> Private School Funds Requested	<b>6e</b> Total Funds Contributed to Consortium	<b>6f</b> Total Funds Requested
TITLE I - PART A Basic/Concentration/ Supplemental						
TITLE I - PART A Neglected						
TITLE I - PART D Delinquent						
<b>TITLE I - SUBTOTAL</b>						
TITLE II - PART B						
TITLE IV						
TITLE VI						
CLASS-SIZE REDUCTION						
<b>7. GRAND TOTAL</b>						

## DIRECTIONS FOR COMPLETING THE TITLE PAGE (Consortium Participant)

Forms for individual applicants, consortium applicants and consortium participants will appear on the NJDOE web site by April 15, 2001.  
*Select Grants, select Entitlement Grants, select Improving America's Schools Act.*

**Note:** The project period for the funds requested in this application is the 12-month period from 9/1/2001 to 8/31/2002.

**If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.**

### TITLE PAGE FOR CONSORTIUM PARTICIPANT

- ◆ All participating LEAs in the consortium, including the consortium applicant, must complete a Title Page for Consortium Participants for each consortium, to be submitted by the consortium applicant(s). Include all participant pages in the individual application.
  - ◆ Consortium participants should also send the completed Title Page for Consortium Participants, Title Page Worksheet, signed assurances, and Title I Eligibility, if applicable, to the consortium applicant.
- 1-5.** Complete all identifying information.
- 1a.** Enter the LEA's four-digit district code in the **LEA Code** area.
  - 2c. Board Approval Date for Application Submission:** N/A.
- 6a. Public School Allocation:** Enter the total amount of public school funds for each titled program that appears on the allocation notice. (*This is the allocated amount not the amount requested. All funds that appear on the entitlement allocation notice that are being contributed to a consortium must be included in item 6a.*)
- 6b. Private Schools Allocation:** Enter the total amount of private school funds for each titled program that appears on the allocation notice for Titles II, IV, and VI. (*Note that the private school allocation for Title I and CSR is shaded since the LEA calculates the private school amounts for these two programs*)
- 6c. Public School Funds:** Enter the public school amounts being contributed to the consortium for each Title.
- 6d. Private School Funds:** Enter the private school amount being contributed to the consortium for each Title, except Title I and CSR.
- 6e. Total Funds Contributed to Consortium:** This item should include the total public and private funds from each Title contributed to the consortium (6c+6d=6e).
- 6f. Total Funds Requested:** For consortium participants, this column is N/A and should be left blank.
- 7. Grand Total:** Total each column.



**New Jersey Department of Education  
Improving America's Schools Act (IASA)  
LEA Consolidated Formula Subgrant Application  
Fiscal Year FY 2002**

SUBMIT TO COUNTY  
OFFICE OF  
EDUCATION AND  
OGMD

**Project Period: 9/1/2001 - 8/31/2002**

**TITLE PAGE for CONSORTIUM PARTICIPANT**

<b>1. LEA</b>	<b>1a. LEA Code:</b> _ _ _ _		
<b>2. Address:</b>	<b>2a. County Name:</b>		
	<b>2b. County Code:</b>	<b>2c. Board Approval Date for Application Submission:</b>	
<b>3. Chief School Administrator:</b>	Tel. #	FAX:	Email:
<b>4. Project Director:</b>	Tel. #	FAX:	Email:
<b>5. Summer Contact:</b>	Tel. #	FAX:	Email:

**FUNDING INFORMATION**

<b>6. PROGRAM</b>	<b>6a</b> Public School Allocation	<b>6b</b> Private School Allocation	<b>6c</b> Public School Funds Contributed to Consortium	<b>6d</b> Private School Funds Contributed to Consortium	<b>6e</b> Total Funds Contributed to Consortium	<b>6f</b> Total Funds Requested
TITLE I - PART A Basic/Concentration/ Supplemental						
TITLE I - PART A Neglected						
TITLE I - PART D Delinquent						
<b>TITLE I - SUBTOTAL</b>						
TITLE II - PART B						
TITLE IV						
TITLE VI						
CLASS-SIZE REDUCTION						
<b>7. GRAND TOTAL</b>						



## DIRECTIONS FOR COMPLETING THE TITLE PAGE (Consortium Applicant)

Forms for individual applicants, consortium applicants and consortium participants will appear on the NJDOE web site by April 15, 2001.  
Select *Grants*, select *Entitlement Grants*, select *Improving America's Schools Act*.

**Note:** The project period for the funds requested in this application is the 12-month period from 9/1/2001 to 8/31/2002.

**If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.**

### **TITLE PAGE FOR CONSORTIUM APPLICANT**

- The applicant LEA must complete a summary Title Page **summarizing** all funds requested on behalf of the consortium. Consortium applicants must contribute all of its own funds to its own consortium or to another consortium(s). If the consortium applicant is also a participant in another consortium, the LEA must complete a separate Title Page for Consortium Participant for each consortium.
  - The consortium applicant is responsible for submitting the Title Page, Title Page Worksheet, signed assurances and Title I Eligibility, if applicable, for all participant LEAs (including the applicant's participant pages).
- 1-5.** Complete all identifying information.
- 1a.** Enter the LEA's four-digit district code in the *Project Code* area (IASA \_\_\_\_ -02C).
  - 2c.** ***Board Approval Date for Application Submission:*** Enter the date of board approval for submission of this application. **A board resolution must be attached if the application is submitted prior to board approval.**
- 6a.** ***Public School Allocation:*** This column is N/A and should be left blank. The allocation amounts are already identified on the Title Page for Consortium Participant.
- 6b.** ***Private Schools Allocation:*** This column is N/A and should be left blank.
- 6c.** ***Public School Funds:*** Enter the total public school funds contributed by all participants in the consortium or the total requested by the applicant.
- 6d.** ***Private School Funds:*** Enter the total private school funds contributed by all participants in the consortium or the total requested by the applicant.
- 6e.** ***Total Funds Contributed to Consortium:*** This column is N/A and should be left blank.
- 6f.** ***Total Funds Requested:*** Enter the total amount of funds being requested by the LEA applicant (6c+6d=6f). This amount will include all funds contributed by all consortium participants.
- 7.** ***Grand Total:*** Total each column.



**New Jersey Department of Education  
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LEA Consolidated Formula Subgrant Application  
Fiscal Year FY 2002**

SUBMIT TO COUNTY  
OFFICE OF  
EDUCATION AND  
OGMD

**Project Period: 9/1/2001 - 8/31/2002**

**TITLE PAGE for CONSORTIUM APPLICANT**

1. LEA				1a. Project Code IASA    _    _    _    _    - 02C		
2. Address:				2a. County Name:		
				2b. County Code:	2c. Board Approval Date for Application Submission:	
3. Chief School Administrator:				Tel. #	FAX:	Email:
4. Project Director:				Tel. #	FAX:	Email:
5. Summer Contact:				Tel. #	FAX:	Email:
<b><u>FUNDING INFORMATION</u></b>						
6. PROGRAM	6a Public School Allocation	6b Private School Allocation	6c Public School Funds • Requested <i>or</i> • Contributed from Consortium	6d Private School Funds • Requested <i>or</i> • Contributed from Consortium	6e Total Funds Contributed to Consortium	6f Total Funds Requested
TITLE I - PART A Basic/Concentration/ Supplemental						
TITLE I - PART A Neglected						
TITLE I - PART D Delinquent						
<b>TITLE I - SUBTOTAL</b>						
TITLE II - PART B						
TITLE IV						
TITLE VI						
CLASS-SIZE REDUCTION						
<b>7. GRAND TOTAL</b>						

## **DIRECTIONS FOR COMPLETING LEA CLASS-SIZE REDUCTION DATA COLLECTION WORKSHEET**

Complete all identifying information. Enter the LEA's project code.

**Note: All information provided should be based on proposed CSR activities for FY 2002.**

### **Program Budget**

- Enter total funds budgeted for Program Costs.
- Enter total funds budgeted for Professional Development.
- Enter total funds budgeted for Administrative costs (3% max).
- Enter total. This amount must match LEA Applicant Allocation Amount.

### **Teacher Information**

- Enter starting salary of new teachers.
- Enter number of teachers retained or newly hired teachers. Enter total.

### **Certification Status**

- Enter number of teachers hired with CSR funds according to certification status.
- If "other" teachers are hired (not fully certified or working toward full certification), provide an explanation.

### **Grades Targeted**

- Enter number of teachers in K-3 and/or in other grades. Enter total.

### **Types of Teachers**

- Enter number of regular education and special education teachers hired. Enter total.

### **Status of Teachers**

- Enter number of full-time and/or part-time teachers hired. Enter total.

*NOTE: The Total of Teacher Information, Certification Status, Grades Targeted and Types of Teachers must all match.*

### **Grades Served by LEA**

- Enter the grade span served by the LEA.
- Complete the school information if CSR funds are being used to hire a new teacher or to retain a teacher previously hired using CSR funds. Add additional pages, if necessary.

### **School Name:**

- Indicate where the newly hired or retained CSR teachers will be located.
- List the name of the school. For consortia, list the district, if other than applicant.

### **Class Size without CSR Funds**

- Indicate the class sizes for the 2001-2002 school year without CSR funding in grades K-3 or other targeted grades that will be affected by the Class-Size Reduction funding. (If using funds in grades other than grades K-3, the ratios in grades K-3 must be at least 1:18 and documentation must be provided or the LEA does not serve grades K-3.)

### **Impact on Class Size with CSR Funds**

- Indicate the estimated class sizes targeted by Class-Size Reduction funding for the 2001-2002 school year after the Class-Size Reduction plan has been implemented.

### **Average Class Size**

- Calculate the average class size in the classes targeted without and with CSR funds.



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**LEA CSR DATA COLLECTION WORKSHEET**

LEA \_\_\_\_\_ County \_\_\_\_\_

Project Code: IASA\_\_ \_\_ \_\_ 02

**Program Budget**

<b>Funding</b>	
Funds budgeted for Program Costs	\$
Funds budgeted for Professional Development	\$
Funds budgeted for Administrative	\$
<b>Total CSR funds = LEA Applicant Allocation Amount</b>	<b>\$</b>

**Teachers Hired Using FY 2002 CSR Funds**

<b>Teacher Information</b>		<b>Certification Status</b>		<b>Explanation for "other" teachers</b>	
LEA starting salary for new teachers	\$	Number of fully certified teachers hired			
Number of teachers retained using FY 2002 funds that were hired using previous year CSR funds		Number of teachers hired that are working toward full certification			
Number of teachers newly hired using FY 2002 CSR funds		Number of "other" teachers hired (provide explanation)			
Total number of teachers hired *		Total number of teachers hired *			
<b>Grades Targeted</b>		<b>Types of Teachers</b>		<b>Status of Teachers</b>	
Number of teachers hired for grades K-3		Number of regular education teachers hired		Number of full-time teachers hired	
Number of teachers for other grades		Number of special education teachers hired		Number of part-time teachers hired	
Total number of teachers hired *		Total number of teachers hired *		Total number of teachers hired *	

\* These entries must match.

<div>Grades served by LEA:</div> <div>_____ to _____</div>		<div>Complete the information below only if CSR funds are being used to hire a new teacher or retain a teacher previously hired using CSR funds.</div>									
<div>School Name(s)</div> <div><div>List name of school(s) below using CSR funds to hire teachers</div><div>For consortia, list district, if other than applicant</div></div>		<div>2001 - 2002</div> <div>Class Size * <u>without</u> CSR Funds</div>					<div>2001 - 2002</div> <div>Impact on Class Size * <u>with</u> CSR Funds</div>				
		<div>Grades</div>					<div>Grades</div>				
		<div>K</div>	<div>1</div>	<div>2</div>	<div>3</div>	<div>Other</div> <div>_____</div>	<div>K</div>	<div>1</div>	<div>2</div>	<div>3</div>	<div>Other</div> <div>_____</div>
<div>Provide an <u>Average</u> of the above class sizes targeted.</div>											

*(Class Size as defined by the 1998 NJ School Report Card is "the average number of students assigned to a regular classroom." If using CSR funds in grades other than K-3, the ratios in grades K-3 must be at least 1:18 and documentation must be provided.)*

## **DIRECTIONS FOR COMPLETING THE TITLE PAGE FUNDS REQUESTED WORKSHEET**

Applicants must complete this form for the following reasons:

- the LEA is refusing funds allocated under any of the Titles;
- one or more private schools are refusing funds allocated under Titles II, IV, VI, and CSR;
- the LEA is contributing funds to a consortium.

In the spaces provided, indicate the amount of funds applicable to each category. Complete information for each Titled program if the total allocation is not requested for that Title or if funds are being contributed to a consortium.

- A. Enter amount of total allocation indicated on the allocation notice, including public and private schools.
- B. If applicable, enter the amount of LEA funds being refused. Attach the LEA Allocation Refusal (Appendix F) approved by the board of education and signed by the Chief School Administrator and Board Secretary.
- C. If applicable, list the name of each private school listed on the allocation notice refusing funds. This category does not apply to Title I funds. Indicate the amount of funds being refused under each Title. Attach the Private School Participation Refusal (Appendix I) for each private school listed.
- D. If applicable, list the applicant district where funds are being contributed. Indicate the amount of funds being contributed from public and private allocation (excluding all refused funds).
- E. Add the amounts indicated in items B, C, and D.
- F. Subtract amount indicated in item E from the allocation indicated in item A. Total Funds Requested must equal the amount indicated in column 6f on the Title Page.

Complete the Consortium Agreement: Enter the LEA name of applicant and the signature of the participant chief school administrator and date. Enter all applicant LEAs if the LEA is participating in more than one consortium.

### **Frequently Asked Question(s)**

- Q. After this page is completed, why doesn't it match the summary page of the consortium applicant?**
- A. The worksheet should reflect the funds of the participant LEA, not the funds of the applicant.**



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### Title Page Funds Requested Worksheet

Complete this form for the following reasons:

- the LEA is refusing funds allocated under any of the Titles;
- one or more private schools are refusing funds allocated under Titles II, IV, VI & CSR; or
- the LEA is contributing funds to a consortium.

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code: LEA -** \_ \_ \_ \_ **- 02**

	Title I (\$)	Title II (\$)	Title IV (\$)	Title VI (\$)	CSR (\$)
<b>A. Total Allocation</b> (public + private)					
<b>B. LEA Funds Refused</b> [Attach Refusal Form (Appendix F)]					
<b>C. Private School Funds Refused</b> [Attach Refusal Forms (Appendix I) and list names of all schools refusing funds]					
<b>D. Amounts Contributed to Consortium</b> (List name of each LEA to which funds are contributed) [*equals 6e of consortium participant page]					
<b>E. SUBTOTAL (B + C + D)</b>					
<b>F. TOTAL FUNDS REQUESTED</b> (A - E = F, must equal 6f on Title Page for Individual Applicant)					

#### COMPLETE ONLY IF PARTICIPATING IN CONSORTIUM

**Consortium Agreement:** \_\_\_\_\_ has been designated as the applicant agency for this project. As a participating agency, I have agreed to the implementation of activities, utilization of funds, sharing of costs, and final disposition of equipment purchased with the funds as set forth in this application.

Chief School Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ***C. ASSURANCES AND CERTIFICATION***

The Assurances and Certification pages of the application include a list of assurances that reflect both common and specific requirements of the Titled programs. In signing the assurances, the Chief School Administrator (CSA) is assuring the NJDOE and the federal government that the requirements are understood and will be adhered to with regard to the use of funds. Also, the CSA is assuring that records will be maintained to demonstrate compliance with each requirement.

Assurances are required as a prerequisite for receiving IASA funds, along with a certification that the information is correct and that the CSA is authorized to file the application and sign the assurances. The Assurances and Certification pages must be signed by the CSA, unless a written notification has been filed with the NJDOE delegating the authority for signing to another LEA official.

***Consortium applications must include signed assurances pages from the CSA of each participant LEA in the consortium.***

### **Additional Information**

**Comparability (Title I – Assurance #25 & #26)** - For more information regarding the Title I comparability requirement, see Section VIII – 61-62.

### **Gun Possession (Assurance #16 & #17)**

Two of the assurances which are conditions for receiving funds under the IASA refer to compliance with the provisions of the Gun-Free Schools Act (GFSA) of 1994 (IASA §14601). Pursuant to this act, each state receiving federal funds under the IASA is required to have in effect a state law requiring LEAs to remove<sup>\*</sup> from school, for a period of not less than *one year*, a student who is determined to have brought a weapon<sup>\*\*</sup> to school, subject to a case-by-case exception by the chief school administrator. Each LEA requesting funds under the IASA must provide an assurance that it is in compliance with the state law. Chapter 127 of 1995, the Zero Tolerance for Guns Act, was signed into law in New Jersey to conform with the requirements of the GFSA. Each applicant must certify that the LEA is in compliance with Chapter 127.

Private schools are not subject to the provisions of the GFSA. Private school students who participate in LEA programs or activities, however, are subject to the one-year removal requirement to the extent that such students are under the supervision and control of the LEA as part of their participation in the LEA's programs. For example, a private school student who is

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<sup>\*</sup>Although Chapter 127 uses the term "removal from school", the GFSA uses the term "expulsion." The non-regulatory guidance from the United States Department of Education explains that the term "expulsion" is not defined by the GFSA; however, at a minimum, expulsion means removal from the student's regular program. Under the GFSA and Chapter 127, the expulsion/removal from school requirement does not mean merely moving a student from a regular program in one school to a regular program in another school. Care should be taken by local officials to ensure that a student who is determined to have brought a firearm to school is effectively removed from the regular education setting.

<sup>\*\*</sup>The term "weapon" refers to a *firearm* as defined in section 921 of Title 18, *United States Code*.

enrolled in a federal program, such as Title I, is subject to a one-year removal, but only from federal program participation, not a one-year expulsion from the private school.

Policy Regarding Criminal Justice Referrals

In order to receive funds under the IASA, each LEA must also have a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon<sup>\*</sup> to school (IASA §14602). Each applicant must certify that the LEA is in compliance with this provision by signing the Statement of Assurances.

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<sup>\*</sup>The term “weapon” refers to a *firearm* as defined in section 921 of Title 18, *United States Code*.





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**Assurances and Certification**

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code:** IASA - \_ \_ \_ \_ - 02

A. **ASSURANCES:** The NJDOE is hereby assured that the applicant will satisfy the following:

1. Has the legal authority to apply for the funds made available under the requirements for the IASA Consolidated Application, and has the institutional, managerial and financial capacity (including funds sufficient to pay the federal/state/local share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the New Jersey Department of Education or its authorized representatives, access to and the right to examine all records, books or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A et seq.* and other relevant state laws and regulations.
5. Is in compliance, for all contracts in excess of \$100,000, with the Byrd Anti-Lobbying amendment, incorporated in Title 31 *U.S.C. 1352*. This certification extends to all lower tier subcontractors, its principals and subcontractors, for all contracts in excess of \$25,000.
6. Is not presently debarred, proposed for debarment, declared ineligible, suspended or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
7. Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), *P.L. 94-580*, codified at 42 *U.S.C. 6962* if the applicant is an entity of state and/or local government, and that preference will be given to the purchase of recycled material identified in U.S. EPA guidelines (40 CFR Part 247-254).
8. Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
9. Will maintain records documenting compliance with program requirements and related to fiscal control and accounting of project funds (including those required under Section 434 of the General Education Provisions Act and EDGAR 80.42) for funds paid to the district under this grant for three (3) years after completion of the project.
10. Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include but are not limited to:
  - (A) Title VI of the Civil Rights Act of 1964 (*P.L. 88-352*; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
  - (B) Title IX of the Education Amendments of 1972, as amended (20 *U.S.C. 1681-1683*, and 1685-1686; 34 CFR Part 106), which prohibit discrimination on the basis of sex;



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**Assurances and Certification (continued)**

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code:** IASA - \_\_\_\_ - 02

(C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps, and;

(D) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 et seq.; 45 CFR Part 90), which prohibits discrimination on the basis of age.

11. Will comply with Executive Order 11246, "Equal Employment Opportunity" dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
12. Will ensure that all policies, procedures, programs and the administration of programs in the LEA are consistent with Improving America's Schools Act (IASA) of 1994, Education Department General Administration Regulations-September 1999 (EDGAR), and other applicable statutes, regulations, program plans and applications.
13. Will ensure that control of funds and title of property acquired with those funds will be in a public agency and a public agency will administer both funds and property.
14. Will submit reports in accordance with these IASA FY 2002 Guidelines and others, as necessary, to enable the SEA to meet its responsibilities under the program and will maintain such records, provide such information and afford access to the records as the NJDOE may find necessary to carry out its duties. Will cooperate in carrying out any evaluation conducted by state or federal agencies.
15. Has consulted with representatives of private schools in the development of this application and the students, teachers or other educational personnel in such schools will be provided with equitable participation in the purpose and benefits of the funds. Consultation occurs prior to the application submission. Representatives are afforded a reasonable opportunity for public comment and the applicant has considered such comment.
16. Is in compliance with New Jersey Chapter 127, the Zero Tolerance for Guns Act.
17. Has implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school.
18. Will adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluations.
19. Will ensure that lease purchase agreements will be consistent with *N.J.A.C. 6:22 A*, "School Facility Lease Purchase Agreements."
20. Will not charge administrative costs to Titles I, II, IV, or VI in excess of 5.0 percent of the grant award.



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**Assurances and Certification (continued)**

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code:** IASA - \_ \_ \_ \_ - 02

21. Will use **Title I, Title VI, and CSR** funds to supplement, and to the extent practical, increase the level of state and local funds expended for pupils, and in *no case to supplant those state and local funds*.

**Title I Assurances**

22. Developed the LEA Plan under Title I in consultation with parents of children in schools served, teachers including vocational teachers, if applicable, and pupil services personnel, where appropriate, in accordance with IASA§1112 (d)(1).
23. Will maintain its effort in the provision of the regular school program.
24. Will provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in the LEA which are not receiving funds under Title I.
25. Will meet the comparability requirement by (1) establishing a districtwide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies, or (2) establishing or implementing other measures for determining compliance such as student/instructional staff ratios or student/instructional staff salary ratios.
26. Will establish jointly with parents a parent involvement policy in accordance with IASA§1118.

**Title II Assurances**

27. Will assess activities conducted with funds received under Title II at least every three years using specific performance indicators established by the LEA for improving teaching and learning through professional development, in accordance with IASA§2208(d)(1)(G).

**Title IV Assurances**

28. Developed this application in consultation with the LEA's established or designated local advisory council composed of parents, teachers, students, pupil services personnel, representatives of business, medical professionals, representatives of the law enforcement community, community-based organizations, and other groups with interest and expertise in the field of alcohol, tobacco and other drug programs (ATOD) and violence prevention.
29. Will ensure that the advisory council will, on an ongoing basis, disseminate information about ATOD and violence prevention programs conducted within the boundaries of the district; advise the district regarding how to coordinate its funded activities with other related programs and the agencies that administer such programs; review program evaluations and other relevant material; and make recommendations to the district on how to improve its ATOD and violence prevention programs.
30. Will use Title IV funds for alcohol, tobacco and other drug programs that convey a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful.
31. Has adopted written, board-approved student codes of conduct, with provision for a parent's/guardian's signature.



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**Assurances and Certification (continued)**

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code:** IASA - \_ \_ \_ \_ - 02

32. Will ensure that the purchase and administration of any alcohol and other drug screening tests by the LEA will be separate and distinct from the medical examination required for students suspected of being under the influence of substances, pursuant to *N.J.S.A. 18A:40A-12* and *N.J.A.C. 6:29-6.5*.
33. Will ensure that the purchase and administration of any alcohol and other drug screening tests by the LEA will not preclude following through with the required medical examination for all students suspected of being under the influence of substances, pursuant to *N.J.S.A. 18A:40A-12* and *N.J.A.C. 6:29-6.5*, regardless of the results of the test administered by the LEA.
34. Will publicly report progress toward achieving the LEA's measurable goals and objectives.
35. Has incorporated the Principles of Effectiveness as required.
36. Will ensure that student surveys will be administered in accordance with the provisions of 20 U.S.C. 1232h, the Protection of Pupil Rights Amendment (also known as the Hatch Amendment), which is the revised version of the previous regulations titled student Rights in Research, Experimental Activities, and Testing (34 CFR part 98).

**Class-Size Reduction Assurances**

37. If funds are used for professional development activities, nonprofit private elementary and secondary schools are provided with the opportunity to equitably participate in such activities.
38. If funds are used for professional development activities, such activities must be coordinated with the LEA professional development plan.
39. An annual report will be provided to parents, the general public and the NJDOE on the usage and impact of these CSR funds.
40. Administrative costs will not be charged to CSR in excess of 3.0 percent of the grant award.
41. The LEA will request waivers of any state or federal requirements necessary to carry out its Class-Size Reduction Plan.

**B. CERTIFICATION:**

I certify that the information contained in this application is correct and complete for those funds for which we applied; and that the applicant agency has authorized me, as its representative, to give the above assurances and to file this application.

\_\_\_\_\_  
Name of Chief School Administrator

\_\_\_\_\_  
Signature of Chief School Administrator

\_\_\_\_\_  
Date

## ***D. EQUITABLE ACCESS AND PROGRAM COORDINATION***

### **Equitable Access**

In accordance with §427 of the General Education Provisions Act (GEPA), enacted as part of the IASA, each LEA must include in its application a description of the steps the LEA proposes to take to ensure equitable access to, and participation in, its federally assisted programs by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome the identified barriers to equitable participation. The statute highlights six types of barriers that can impede equitable access or participation that may be addressed: gender, race, national origin, color, disability or age. The LEA makes the determination as to whether these or other barriers may prevent students, teachers, or others from such access to, or participation in, federally funded projects or activities. See Appendix B for more information.

### **Coordination Requirements**

In accordance with IASA §14307, each LEA plan submitted under the following programs must be integrated with each other; with other educational services such as Even Start, migrant and homeless; and with its local improvement plan, if any, being approved or developed, under Title III of the Goals 2000: Educate America Act.

- Title I, Part A - Helping Disadvantaged Children Meet High Standards
- Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk of Dropping Out
- Title II - Dwight D. Eisenhower Professional Development Program
- Title IV - Safe and Drug-Free Schools and Communities Act (SDFSCA)
- Title VI - Innovative Education Program Strategies
- Class-Size Reduction Program
- Title VII, Part A, Subpart 1 - Bilingual Education
- Title VII, Part C - Emergency Immigrant Education
- Title IX, Part A, Subpart 4 - Indian Education
- Individuals with Disabilities Education Act (IDEA)

Title IV requires coordination of the LEA programs and projects with community-wide efforts and other federal, state, and local programs for drug abuse prevention, including health programs, to achieve the LEA's goals for drug and violence prevention. Title VI requires coordination to meet the National Education Goals.

This application requires applicants to describe how coordination among these programs is taking place (VIII-22) and also to indicate on the attached form (VIII-23) which programs are being coordinated and integrated.



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## **Equitable Access and Program Coordination Description**

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code:** IASA \_\_\_\_-02

### **Equitable Access**

Describe the steps that the LEA utilizes to ensure equitable access to and participation in its federally funded programs.

### **Program Coordination**

Describe how the services provided under Title I, Title II, Title IV, Title VI and CSR are integrated with each other and coordinated with other programs funded under IASA, including Goals 2000, and other educational programs such as Title I Schoolwide Programs and Whole School Reform.

**S A M P L E**

#### **For Title IV Programs:**

Include a description of how the LEA coordinates programs and projects with community-wide efforts to achieve its goals for drug and violence prevention, and with other federal, state, and local programs for drug-abuse prevention, including health programs.

*Use additional sheets, if needed.*



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### Program Coordination Checklist

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code:** IASA - \_\_\_\_ -02

For each Title, check (✓) any programs with which the services provided under that Title are being integrated and coordinated. (See Section VIII-21 for coordination requirements.)

OTHER EDUCATIONAL PROGRAMS	Title I	Title II	Title IV	Title VI	Class-Size Reduction
Goals 2000					
New Jersey Statewide Systemic Initiative					
Title I, Part A, IASA- Improving Basic Programs					
Title I, Part B, IASA - Even Start					
Head Start or other preschool programs					
Title I, Part C, IASA - Migrant Education					
Title I, Part D, IASA - Neglected and Delinquent					
Title II, Part B, IASA- Eisenhower Professional Development					
Title IV, IASA - Safe and Drug-Free Schools					
Title VI, IASA - Innovative Education Program Strategies					
Class-Size Reduction					
Title VII, Part A, IASA - Bilingual Education					
Title VII, Part C, IASA - Emergency Immigrant Education					
School-to-Work Programs					
Subtitle B of Title VII - Stewart B. McKinney Homeless Assistance					
Vocational Education Programs - Perkins					
Other State/Federal Programs, Specify (i.e. Abbotts, IDEA):					
Community Programs, including health programs Specify:					
Other, Specify (i.e., Comprehensive School Reform, Whole School Reform, Early Childhood Program Aid, Demonstrably Effective Program Aid):					

## ***E. PARTICIPANTS IN APPLICATION DEVELOPMENT***

During both the development of the IASA application and the implementation of programs, annual consultation with a wide range of interested constituents is essential and required by statute. Consultation requirements are clearly defined under each Title as follows:

Title I - IASA §1112(d)(1)  
Title II - IASA §2208(b) and (c)  
Title IV - IASA §4115(a)(2)  
Title VI - IASA §6303(a)(5)  
CSR - IASA §6303(a)(5)

All titles require consultation with teachers (including vocational teachers), pupil services personnel, parents of children in schools served, administrators, officials from private schools, and other groups involved in the implementation of these programs (e.g., librarians) as may be considered appropriate by the LEA. Since the programs are being combined into a single application, LEAs may create a single advisory council or establish another method of consulting with these groups regarding the application in its entirety. The LEA must schedule an annual meeting and invite all interested constituents.

Title II requires that the LEA application be developed with the extensive participation of administrators, teachers, other school staff, pupil services personnel, and the district-level professional development committee. Teachers involved in the development of the program plan should represent the grade spans in schools to be served and the schools implementing Title I programs.

Title IV specifies: “Each recipient shall, with the assistance of a local or regional advisory council establish a set of measurable goals and objectives and design its programs to meet those goals and objectives.” Title IV specifies consultation with a “local or substate regional advisory council” that includes, to the extent possible, the groups listed above (e.g., teachers, parents) as well as students, representatives of local government, business, the medical profession, law enforcement, appropriate state agencies, community-based organizations, and other groups with interest and expertise in drug and violence prevention. LEAs may use an existing advisory council with appropriate representation to address drug issues (e.g., municipal alliances), as well as create a new advisory council for addressing both drug and violence issues. Additional responsibilities of the advisory council are specified in IASA §4115 (a)(2)(B).

Title VI and CSR require systemic consultation with parents, teachers, administrative personnel and with other groups involved in the implementation of the Title VI and CSR programs. Discussion should include how Title VI and CSR activities relate to the LEA's school reform plan, the LEA's Goals 2000 plan and the NJDOE Strategic Plan.

The IASA requires for all Titles that LEAs consult with private school representatives during the design and the development of the application and **prior to** making decisions regarding private school participation. A sample invitation letter to private schools is



provided in Appendix H. Further, the services provided to private school children and teachers must be equitable in comparison to the services provided to public school teachers and children. Expenditures must also be equitable. In providing equitable participation of private schools, the LEA should consider the following:

- how the needs will be identified;
- what services will be offered;
- how and where the services will be provided;
- how the services will be assessed; and
- the size and scope of the equitable services.

## **DIRECTIONS FOR COMPLETING PARTICIPANTS IN APPLICATION DEVELOPMENT**

See Section VIII-24 for consultation requirements.

1. List name of each individual participating in the development of the application.
2. Indicate constituency represented by each individual (e.g., teachers, parents, students, community, private schools, etc.).
3. Indicate with a check (✓) all programs with which the individual assisted in the development of the application.

Duplicate if needed.

Note: If all constituents are not represented, an explanation must be provided.
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## ***F. PRINCIPLES OF EFFECTIVENESS*** ***(Title IV applicants only)***

All funds appropriated for Title IV are subject to the requirements of the *Principles of Effectiveness* (Federal Register, June 1, 1998). The *Principles of Effectiveness* applies to all SDFSCA local grant programs. Effective programs are created through a process that involves, as the *Principles of Effectiveness* state, careful assessment, planning, implementation and ongoing evaluation.

**Review the IASA Program Plan for FY 2000-2001 to ensure that the elements of the *Principles of Effectiveness* are being met. The IASA Program Plan must reflect these principles.**

### **PRINCIPLE ONE: Needs Assessment**

See the Annual Objective Analysis on the following page.

### **PRINCIPLE TWO: Measurable Goals and Objectives** -*(Refers to the IASA Program Plan-"Objectives")*

“Each recipient shall, with the assistance of a local or regional advisory council (as required by the SDFSCA), establish a set of measurable goals and objectives and design its programs to meet those goals and objectives.” Since the permissible goals for IASA funds are set forth in this application, districts are only responsible for identifying their measurable objectives. All Title IV objectives and activities should be designed to meet the needs established by the needs assessment, i.e., objective analysis.

### **PRINCIPLE THREE: Effective Programs** - *(Refers to the IASA Program Plan-"Activities")*

“Each recipient shall design and implement its programs for youth based on research or evaluation that provides evidence **that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.**”

### **PRINCIPLE FOUR: Evaluation And Feedback** - *(Refers to the IASA Program Plan-"Evaluation Method")*

“Each recipient shall evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.”



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

***PRINCIPLES OF EFFECTIVENESS***  
***(Title IV applicants only)***

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code:** IASA - \_ \_ \_ \_ - 02

**Annual Objective Analysis of ATOD and Violence Problems**

**Answer the following four questions regarding the Principles of Effectiveness.**

1. Was it necessary to modify the needs assessment so that it adheres to Principle One as described on page VIII-28 in the guidelines?	YES	NO
2. Was it necessary to modify the objectives to ensure that they adhere to Principle Two as described on page VIII-28 in the guidelines?	YES	NO
3. To address Principle Three, were programs or expenditures dropped or added as described on page VIII-28 in the guidelines?	YES	NO
4. To address Principle Four, have the strategies for evaluation changed as described on page VIII-28 in the guidelines?	YES	NO

**PRINCIPLE ONE: Needs Assessment**

Applicants are required to conduct a needs assessment that includes an objective analysis of the current use (and consequences of such use) of alcohol, tobacco, and other drugs, and/or documented research-based risk factors, e.g., attendance, related to ATOD use. The assessment should also include an objective analysis of the violence, safety, and discipline problems among students and/or the documented research-based risk factors antecedent to these problems.

In this year's assessment, provide a narrative that updates Goal III as it pertains to the completed objectives and activities identified in the 2000 Final Status Report, update the objective analysis completed last year and include any new information pertinent to the problems of substance abuse and violence. The district should prioritize the identified problems and revise the activity plan if the objective analysis identifies areas of need that were not included in the prior year. All Title IV objectives and activities should be designed to meet the needs established by the needs assessment (i.e., objective analysis).

**a) Assessment of Current ATOD Use, and/or Documentation of Research-Based Risk Factors.**

**S A M P L E**

**b) Assessment of Violence, Safety and Discipline Problems and/or Documentation of Research-Based Risk Factors.**

*Use additional pages, if needed.*

**G. TITLE I ELIGIBILITY OF PUBLIC SCHOOLS,  
INCLUDING PARTICIPATION OF STUDENTS IN PRIVATE SCHOOLS  
(Title I applicants only)**

An LEA may use Title I funds only in eligible school attendance areas. In order for a school to be designated an eligible school attendance area for Title I purposes, the percentage of children must be at least as high as the percentage of children from low-income families in the LEA as a whole.

Eligible school attendance areas include private school students who reside in the school attendance area and would have attended the public school in the area of residence. An LEA with an *enrollment of less than 1000 students or with only one school per grade span* is considered a *single attendance area (SAA)*. A single attendance area is not required to allocate funds to areas or schools in rank order. However, the LEA is required to list each school, calculate the per-pupil amount and indicate the amount of funds distributed for private school students.

*New!*

The Title I Eligibility of Public Schools form will be available in an Excel format at the time of the application posting on the NJDOE web site.

**1. Rank Order**

An LEA may rank its attendance areas by grade span grouping or for the entire LEA. If funds are insufficient to serve all eligible school attendance areas, an LEA shall do the following:

*For schools with poverty greater than 75 percent*

- a. annually rank, without regard to grade span, eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and
- b. serve such eligible school attendance areas in rank order.

*For schools with poverty less than or equal to 75 percent*

- a. all grade spans (elementary, middle or high school) may be served; or
- b. just one specific grade span in rank order to the average LEA poverty percentage may be served.

**2. Distribution of Remaining Funds**

- a. If remaining funds are not sufficient to fully fund the next ranked eligible school attendance area or school, the LEA may still serve the next ranked eligible school attendance area or school if it determines that the amount of funds available is sufficient to enable children to make adequate progress toward meeting the challenging performance standards.
- b. An LEA is not required to allocate the same per-pupil amount to each eligible school attendance area or school. However, the LEA must allocate a higher per-pupil amount to those eligible school attendance areas or schools with higher poverty rates than it allocates to areas with lower poverty rates.

### **3. Measures of Identification**

An LEA will use the best available measure for identifying public and private school children from low-income families to do the following:

- identify eligible school attendance areas;
- determine the ranking of each area; and
- determine allocations.

This measure will be the number of children ages 5 through 17 in poverty counted in the most recent census data; the number of children eligible for free and reduced-price lunches under the National School Lunch Act, the number of children in families receiving assistance under the Temporary Assistance for Needy Families (TANF), or the composite of such indicators. The name of the Aid to Families with Dependent Children (AFDC) program was changed in 1996 to TANF with the enactment of the Federal Personal Responsibility and Work Opportunity Reconciliation Act. This program is called Work First New Jersey.

### **4. Waiver for Desegregation Plans**

The Secretary of Education may approve an LEA's written request for a waiver of the eligible attendance area requirements and permit an LEA to treat as eligible and serve any school that children attend with a state-ordered school desegregation plan if the following conditions apply:

- the number of economically disadvantaged children enrolled in the school is at least 25 percent of the school's total enrollment; and
- the Secretary determines on the basis of a written request that approval of the request would further the purpose of the plan.

### **5. LEA Discretion**

In general, an LEA may practice the following:

- a. designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families;
- b. use Title I funds in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency; or
- c. elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if the following conditions apply:
  - a) the school meets the comparability requirements;
  - b) the school is receiving supplemental funds from other state or local sources; and
  - c) the funds expended from other sources are equal to or exceed the amount that would be provided under Title I.
- d) choose not to rank order its eligible schools if the total LEA enrollment is a single attendance area.

## **6. Allocations**

### General Information:

- An LEA must allocate Title I funds to eligible school attendance areas or eligible schools, in rank order, on the basis of the total number of children from low-income families in each area or school, including the total number of private school students.
- If the total percentage of poverty for the LEA is less than 35 percent, the per-pupil expenditure allocated to each school attendance area or school must be at least 125 percent of the per-pupil expenditure calculated by dividing the LEA allocation by the total number of low-income students.
- An LEA may reduce the amount of funds allocated for a school attendance area or school by the amount of any supplemental state and local funds expended in that school attendance area or school for programs that meet the requirements for schoolwide or targeted assistance schools.

### Adjusted Title I Allocation

Before allocating funds, an LEA will reserve funds as are reasonable and necessary to do the following:

- Provide services comparable to those provided to children in participating school attendance areas schools to serve:
  - children in local institutions for neglected children;
  - where appropriate, eligible homeless children who do not attend participating schools, including providing educationally related services to children in shelters;
  - children in local institutions for delinquent children; and
  - where appropriate, neglected and delinquent children in community day school programs.
- Meet the requirements for parent involvement. An LEA that receives more than \$500,000 in Title I funds must allocate and spend at least one percent of its allocation for parental involvement activities.
- Administer Title I, Part A programs for public and private school children, including special capital expenses incurred as a result of implementing alternative delivery systems to private school children to meet the requirements of Aguilar v. Felton. A separate Title I grant is awarded for such capital expenses and should be applied for through the Title I Capital Expense application. If, however, a district does not apply for capital expense funds through the Capital Expense application, then these costs, as part of the reservation for administration, must be taken “off the top” of the LEA’s allocation (not just from the funds available for services to private school students), before funds are allocated to participating attendance areas for instructional services. These costs may need to be adjusted after the LEA determines how many eligible private school children will be served. If a district applies for Capital Expense funds through the Capital Expense application and does not receive full payment for these expenses,



then these costs must be included in the reservation for administration through the amendment process (see Section IX-3).

- Conduct other authorized activities such as preschool programs, summer school and intercession programs, professional development, school improvement, and coordinated services.

Because the reservation of funds by an LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as a part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs. There is not a maximum amount that an LEA may reserve. An LEA must bear in mind, however, that the goal of Part A is to enable participating children to make adequate progress toward meeting the challenging student performance standards that all children are expected to meet.

## **7. Participation of Children Enrolled in Private Schools**

The LEA must offer Title I services to eligible children enrolled in private elementary and secondary schools on an annual basis. The educational services and other benefits for such private school children will be equitable in comparison to services and other benefits for participating public school children. The LEA is responsible for contacting the private schools in writing and consulting with the private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in programs under this part (see Appendix H for a sample letter). Such consultation will include a discussion of service delivery mechanisms an LEA can use to provide equitable services to private school children. The consultation will also include such issues as:

- criteria for low-income;
- how the children's needs will be identified;
- what services will be offered;
- how and where the services will be provided;
- how the services will be assessed; and
- the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds allocated for such services.

The LEA is required to maintain documentation of the consultation with private school officials. The response to the invitational letter by each private school must be maintained in the district to document such consultation each year. Responses from private schools refusing Title I funds only should be kept in the district. These letters do not need to be included with the application.

Under the law, districts allocate funds to all schools based on poverty criteria. If the same criteria of poverty are not available, then the LEA must collect similar data that is comparable and documentable. These data may be obtained through the use of a survey. Appendix J contains a sample survey form and an accompanying sample letter that may be sent to private school parents.

The expenditures for educational services and other benefits to eligible private school children will be equal to the proportion of funds allocated to participating school attendance areas, based on the number of children from low-income families who attend private schools. The LEA may provide educational and other services directly or through contracts with public and private agencies, organizations, and institutions.

### **Frequently Asked Questions**

**Q. Should remaining Title I program funds be redistributed?**

**A.** Yes, remaining program funds should be redistributed. The eligibility page must account for all Title I funds and add up to the original allocation.

**Q. Should there be an explanation for the redistribution of remaining program funds?**

**A.** Yes, there should be an explanation provided regarding the redistribution of remaining program funds. Funds must be redistributed equitably and all of the distributed funds must add up to the original Title I allocation.

**Q. Should private schools be listed on the Eligibility form?**

**A.** No, private schools should not be listed on the Eligibility form. Private school students are accounted for within the public school resident student count.

**Q. Do single attendance area school districts have to complete the Eligibility form?**

**A.** Yes, single attendance area school districts must complete the Eligibility form and list all its schools.

**Q. Can funds be allocated to schools below the district level of poverty?**

**A.** Title I funds can be allocated to schools below the district level of poverty, only if the school is at or above the 35 percent poverty level.

**Q. Must all of the schools in the district be listed on the Eligibility form?**

**A.** Yes, all of the schools must be listed on the Eligibility form. Not listing all of the schools in the district affects the resident student count, student poverty figures used in deriving the per-pupil amount, the district level of poverty, and other associated calculations.

**Q. Must the schools be ranked on the Eligibility form from highest to lowest?**

**A.** Yes, the schools must be ranked by poverty level from highest to lowest.

# DIRECTIONS FOR COMPLETING ELIGIBILITY OF PUBLIC SCHOOLS (Title I applicants only)

**NOTE:** An Excel form will be posted on the NJDOE web site after April 15, 2001.

**RECOMMENDATION:** Complete all of the sections (1,2,3,4,6,7, and 8) before computing number 5 in order to determine the necessary Program Amount.

1. All applicants for Title I funds, *including single attendance areas*, must complete this form. Duplicate the form as necessary. Under number 1, enter LEA name, county name, and project code.
2. **Status:** Check appropriate box, if applicable. (See Section VIII-30 for information on single attendance areas and Section VIII-31 for information on desegregation waivers.)
3. **Capital Expenses:** Enter the amount for Capital Expense costs incurred by the district. **The LEA must apply for this amount using the Capital Expense application. This is a separate application not included in these guidelines.**
4. **Poverty Criteria:** Check the appropriate box. (See Section VIII-30). Note that the name of the Aid to Families with Dependent Children (AFDC) program was changed in 1996 to the Temporary Assistance for Needy Families (TANF) with the enactment of the Federal Personal Responsibility and Work Opportunity Reconciliation Act.

## 5. Adjusted Title I Allocation:

<b>5.1. LEA Allocation</b>	Enter the LEA Title I entitlement amount from the allocation notice. The subtotal (f) plus Program Amount (g) must equal the LEA Allocation or Title I Entitlement Amount.
<b>a. Homeless &amp; N or D</b>	Enter the total amount of Title I, Parts A and B funds allocated for neglected and delinquent students from the allocation notice. Enter the amount of funds reserved for homeless, neglected, and delinquent students.
<b>b. Parent Involvement</b>	Enter the total amount reserved for parent involvement activities. LEAs with Title I allocations over \$500,000 must reserve at least one percent of funds.
<b>c. Indirect Cost</b>	Enter the approved FY 2002 indirect cost rate amount. Indirect costs may be charged only if an approved rate has been received from the NJDOE (see Section VIII-65). This amount should match the amount on the budget page, (Object Code 200-860) for Title I.
<b>d. Professional Development</b>	Enter the amount set aside for professional development. This amount should match the amounts allocated on the budget page for Title I.
<b>e. General Administration</b>	Enter, if requesting, the amount designated for general administration. <i>Do not include Capital Expenses.</i>
<b>f. Subtotal</b>	Add the amounts indicated on lines a through e.
<b>g. Program Amount</b>	Enter the total of the public and private Attendance Area allocation.

**6. Calculation for Per-Pupil Expenditure:** Enter the **LEA Allocation**. Enter the **Total Number of Low-income Pupils** (public and private). Divide the LEA Allocation by the total number of low-income pupils. Enter the **Per-Pupil Expenditure**.

**7. Below 35 Percent Poverty:** If the LEA is below 35 percent poverty, complete the 125 Percent Calculation for Per-Pupil Expenditure. Enter the calculated Per-Pupil Expenditure. Multiply this figure by **125 percent** and enter the **Adjusted Per-Pupil Expenditure**.

**8. Schools Ranked by Poverty:**

<b><i>LEA Total</i></b>	Enter the <b>grade span</b> for the LEA, the total number of all <b>Resident Students</b> , the <b>number of low-income Public Students</b> , and the <b>number of low-income Private Students</b> . Calculate the total percentage of poverty for the LEA by dividing the number of low-income Public and Private Students by the total number of Resident Students.
<b><i>Public School Attendance Area</i></b>	Rank order every school in the district from highest to lowest according to the percentage of poverty. Enter all of the public schools in this order. <b>Do not include private schools in this list.</b>
<b><i>Grade Span</i></b>	Enter the grade span of the school (Pre-School - Grade 12).
<b><i>Resident Students</i></b>	Enter the total number of students (public and private) in the school attendance area (the geographic area in which the children who are normally served by that school reside).
<b><i>Number of Low Income: Public/Private</i></b>	Enter the total number of low-income public students and the total number of low-income private students for each public school attendance area based upon selected poverty criteria.
<b><i>Percent of Poverty (Total Public &amp; Private)</i></b>	Divide the total number of low-income students (public and private) in the attendance area by the number of resident students.
<b><i>Eligible Schools</i></b>	Place a check if the school is eligible for funding based upon the following priorities: 1) the school exceeds 75 percent poverty; 2) the school, either rank ordered by grade level or within the entire LEA, is at least as high as the percentage of poverty in the LEA as a whole; 3) Option: School has 35 percent or more poverty.
<b><i>Attendance Area Allocation</i></b>	<i>Public School:</i> Multiply the number of low-income public school students by the per-pupil amount. Enter allocation. <i>Private School:</i> Multiply the number of low-income private school students by the per-pupil amount. Enter the allocation. <b>The private school student amount may not include any amount for Capital Expenses including Capital Expense costs incurred by third-party contractors in providing Title I services to eligible private school children.</b>
<b><i>Distribution of Remaining Funds</i></b>	See Title I Eligibility of Schools in Section VIII-30 for criteria.



## ELIGIBILITY PAGE: CHECKLIST & POINTS TO REMEMBER



	1. All LEA schools are rank ordered according to percentage of poverty. All of the schools in the LEA must be listed. Not listing a school and its number of students gives an inaccurate calculation of the per pupil expenditure.
	a. <i>The poverty level for the LEA and all of the schools are calculated even if the school is not being served.</i>
	b. The LEA served in rank order all schools above 75 percent poverty without regard to grade span.
	c. After all of the schools above 75 percent poverty were served, the LEA served, “with remaining funds,” lower (but at or above 35 percent poverty) ranked schools either in rank order by poverty or by grade span grouping.
	2. All selected eligible schools are at or above 35 percent poverty or the district level of poverty.
	a. The LEA distributed and accounted for all Title I funds.
	b. The breakdown of funds on the Eligibility page equals the line item distribution of Title I funds on the Budget Summary and Detail.
	c. An explanation is provided for any allocation of funds that reduces the amount of funds for academic instructional support.

### ✓ *Single Attendance Area (SAA):*

	• Single Attendance Area LEAs completed the Eligibility page.
	• The per pupil amount for single attendance area school districts is allocated according to the LEA’s discretion.
	• All schools may be served in a SAA LEA if there are sufficient funds to help the students meet the challenging state performance standards.
	• The LEA allocated a per pupil amount for private school students within the attendance area.

### ✓ *Distribution of Funds*

	• If, when completing this table, remaining funds are insufficient to fund the next ranked eligible school, the LEA served the school if the remaining funds were sufficient to help the students meet the challenging performance standards.
	• LEAs allocated at least the minimum per pupil amount even though it was not required to allocate the same per pupil amount.
	• The LEAs allocated a higher per pupil amount to schools with higher poverty rates, above 75 percent, than those schools with a lower poverty level.

### ✓ *Reservation of Funds*

	• The LEA received over \$500,000 and allocated the required one percent for parental involvement.
	• The LEA reserved funds as were <u>reasonable and necessary</u> to conduct other activities (i.e., preschool programs, summer school, professional development, school improvement and coordinated services, as well as parent involvement.

### ✓ *Final Calculations*

	• The Program Amount equals the total of the Attendance Area Allocation columns for both public and private school students.
	• The Adjusted Title I Allocation subtotal (f) plus the Program Amount (g) equals the Title I Allocation (5.1).
	• The poverty levels for the LEA and <u>all</u> of the schools are calculated and entered on the form.

## ***H. TITLE I PROGRAM DESCRIPTION AND TITLES II, IV, VI, CSR-SERVICES FOR PRIVATE SCHOOL STUDENTS***

**This form is to be completed by all Title I applicants *and* all Title II, IV, VI & CSR applicants with private schools listed on their allocation notices.**

This form serves two distinct purposes.

*First*, a brief description of Title I funded programs in public schools and N or D facilities receiving Title I funded services.

*Second*, information concerning the funding and services for private school students for Titles II, IV, VI and CSR.

Therefore, the form is divided into three sections to retrieve these two distinct categories of information.

- In Section One, Schools, all *Title I* eligible and funded schools, and Title I funded Neglected and Delinquent (N or D) facilities should be listed first.
- Then Section Two, Title I, should be completed for the Title I funded schools and facilities.
- Indicate the grade level or age range of the public school and/or N or D facility.
- Indicate the type of program approach that the school used for their Title I funded program under either targeted assistance school (TAS) or schoolwide program (SWP) school. All N or D facilities are considered “TAS” schools.

Next, the *private schools* should be listed in the remaining portion of Section One, Schools. Then, the information about the private schools receiving Titles II, IV, VI and/or CSR services should be completed in Section Three. Indicate the amount of funds budgeted to provide these services and include the Goal/Objective/Activity codes from the Program Plan that describes the services to be provided.

### **Frequently Asked Questions**

**Q. Does an LEA need to complete this page if it is not receiving Title I funds and receives funds for private schools in the other Titles?**

**A.** Yes. The LEA needs to complete columns headed with “Schools” and “Titles II, IV and VI: Private Schools.”

**Q. For Title I purposes, if the LEA has one grade span, is the correct designation TAS (targeted assistance school) or SWP (schoolwide program)?**

**A.** If the LEA does not have a Title I Schoolwide Program approved (see Appendix E), the code “TAS” is correct.

# DIRECTIONS FOR COMPLETING TITLE I PROGRAM DESCRIPTION AND TITLE II, IV, VI, CSR SERVICES FOR PRIVATE SCHOOL STUDENTS

**To be completed by all Title I applicants *and* all Title II, IV, VI and CSR applicants with private schools listed on their allocation notices.**

## **Section One:**

First, list all public schools and neglected or delinquent (N or D) facilities with Title I funded programs. Second, list all private schools where children or teachers are receiving services or benefits from Titles I, II, IV and/or VI funds.

## **Section Two:**

Provide the information below for Title I public school pupils that will be served with Title I funds in public and N or D facilities.

- 1. Targeted Grades or Ages:** For each Title I public school, enter the grades where Title I funds are targeted not the grade span of the school. For each N or D facility, enter the ages of the students served with Title I funds, not the ages of the students served by the facility.
- 2. Program Approach:** In each column, under **Targeted Assistance (TAS) or Schoolwide Program (SWP)** schools, enter the program code(s) that indicate the type of school program that will be implemented. *More than one code may be used for each school.*

<i>Code</i>	<i>Explanation</i>
1	In-class
2	Pull-out
3	Extended Learning Time: Morning
4	Extended Learning Time: Afternoon
5	Extended Learning Time: Summer School
6	Special Populations: ESL
7	Success For All
8	Accelerated Schools Project
9	Community For Learning (CFL)/Adaptive Learning Environments Model (ALEM)
10	CES (Coalition of Essential Schools)
11	The Comer School Development Program
12	Modern Red School House (MRSB)
13	Co-Nect Schools
14	ATLAS (Communities of Authentic Teaching, Learning, and Assessment for all Students)
15	Paideia
16	Project Grad (“Graduation Really Achieves Dreams”)
17	America’s Choice Design Network
18	Ventures in Education
19	Consistency Management & Cooperative Discipline
20	Purpose-Centered Education Audrey Cohen College System of Education
21	Expeditionary Learning Outward Bound
22	Talent Development
23	New American Schools
24	Other; explain in Program Plan



**Section Three:**

*For the private schools only:* Enter the amount of funds being used to provide Title II, IV, VI and/or CSR services in each private school. The private school total must match the amount in column 9d on the Title Page for Titles II, IV and VI. For CSR, if the LEA is using funds for professional development activities, an equitable amount must be provided to private schools. The private schools and the required percentages are listed on the CSR allocation notice.

Enter the coding from the updated Program Plan to indicate the Goals/Objectives/Activities in which the children/teachers are participating. If an eligible private school chooses not to participate, enter "NP" in the column under the title name. Do not include the name of the private school if all funds are being refused.



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**Title I Program Description and Titles II, IV, VI & CSR Services for Private School Students**

**LEA:** \_\_\_\_\_

**County:** \_\_\_\_\_

**Project Code:** IASA - \_ \_ \_ \_ - 02

Section One	Section Two		Section Three				
SCHOOLS	TITLE I		TITLES II, IV & VI: PRIVATE SCHOOLS				
1 <sup>st</sup> ) List all eligible Title I public schools and N or D facilities, then* 2 <sup>nd</sup> ) List all private schools	LEA Targeted Grades or N & D Ages	Program Approach Code #	Amount Budgeted				Goals/Objectives/Activities (codes from Program Plan)
		TAS    SWP	TITLE II	TITLE IV	TITLE VI	CSR	
							<div style="display: flex; justify-content: space-between;"> <div>Private School Totals:</div> <div> </div> </div>

*\*Are all Title I eligible schools listed above also checked as eligible on Eligibility page?*

*Use additional pages as needed.*

## ***I. PROGRAM PLAN***

The FY 2002 IASA Consolidated Application requires submission of a one-year **Program Plan** consolidating the LEA's efforts to meet the four goals of New Jersey's IASA Consolidated State Plan. This Program Plan must provide for objectives and benchmarks for this project period (September 1, 2001 – August 31, 2002).

For the 2001-2002 project period, LEAs may:

- update the benchmarks of the existing approved Program Plan, or
- submit a new one-year program plan (required for all first year charter schools and for LEAs with a newly eligible “covered program.”)

The Program Plan is based on a comprehensive assessment of the needs of program beneficiaries. Objectives and activities developed by the LEAs support the four goals and meet the funding requirements of the Title(s).

A **needs assessment** is the first step in developing a program plan. The needs assessment should include the areas addressed in the four goals of the program plan which are: academic performance, professional development, the learning environment, and parent involvement. **The purpose is to determine the gap between desired standards of academic performance and/or student behavior and the current status.** The needs assessment should be based on the performance of children in relation to the Core Curriculum Content Standards and statewide performance standards. Assessment of professional development needs should identify barriers that hinder teachers from being able to teach the new standards. The needs identified by the district-level professional development committee must be considered. The LEA should determine the extent and benefits of parent involvement in order to design an effective parent involvement approach. The needs assessment must also include an objective analysis of the current use (and consequences of such use) of alcohol, tobacco, and controlled, illegal, addictive or harmful substances as well as the violence, safety, and discipline problems among students who attend the schools of the applicant. The objective analysis should be based on ongoing local assessment or evaluation activities. **The LEA's assessment of the effectiveness of their previous three-year program plans and evaluation results will assist in the identification of current and continuing needs.**

The needs assessment must include private school students and teachers served through the funding sources included in this application. Each LEA participating in a consortium should conduct an assessment of its needs, the results of which should be incorporated into the planning process of the consortium applicant.

The objectives and activities described in the Program Plan should be based on the results of the needs assessment. Documentation of the needs assessment should be maintained in the district, and should not be submitted with the application. *However, the objective analysis required for Title IV funding is an annual document that must be included in the FY 2002 IASA Consolidated Application (see Section VIII-29). The Program Plan must reflect the annual objective analysis elements.*

**Objectives** in this program plan must be measurable and include the following components:

- **target population** (e.g., elementary school students in high poverty schools; private school pupils; neglected or delinquent children; students with problems related to ATOD abuse or violence; teachers; parents)
- **outcome to be achieved** (specific statement of achievement as a measurable and achievable change in performance and/or behavior)
- **date** by which the outcome will be achieved

Objectives must *include the annual student outcome-based benchmarks* that will be reported on at the end of each fiscal year in the Final Report. The Program Plan must also detail **activities** to be implemented to meet the objectives as well as the **evaluation method** that the LEA will use to measure the success of the objectives. Evaluation methods must pertain to the evaluation of objectives, rather than activities.

While supporting the intent of the individual titled programs, objectives and activities should also be integrated and coordinated with state and local activities. Objectives and activities must be targeted toward meeting the NJDOE's Core Curriculum Content Standards. LEAs are encouraged to discuss how planned activities relate to the NJDOE *Strategic Plan* and if applicable, the LEA's Educational Improvement Plan and/or Goals 2000 plan.

The following sections describe specific elements that must be included in the Program Plan for each title. Applicants must ensure that all required elements are included for each title for which funds are requested.

### **1. Required Elements For Title I, Part A - IASA §1112(b), 1114, 1115**

Each LEA that receives an allocation under Title I, Part A must include a description of the services provided to the students which includes the required elements below. Include the elements under the indicated goal(s) with the appropriately developed objectives.

#### **Goal I of the Program Plan:**

how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools, will identify the eligible children most in need of Title I services; how the LEA will ensure that future, current and former migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children who are selected to receive Title I services (*to be completed by all LEAs*); *if the program is serving eligible preschool children*, how the LEA will coordinate and integrate services for preschool children with other educational services such as Even Start, Head Start and other preschool programs, including plans for the transition of children in the programs to elementary school programs; and if appropriate, how the program will serve eligible students with disabilities and limited English proficiency.

Include in the Evaluation Method section the additional high-quality student assessments and any other indicators that the LEA and schools will use to do the following:

- determine the success of children served under Title I in meeting the state's student performance standards and provide information to teachers, parents, and students on the progress being made toward meeting the state student performance standards;
- assist in diagnosis, teaching and learning in the classroom in ways that best enable children served under Title I to meet state standards and do well in the local curriculum; and
- determine what revisions are needed to Title I projects so that such children will meet the state's student performance standards.

### **Goal II of the Program Plan:**

- the professional development strategies that the LEA will use for teachers, and where appropriate, for pupil services personnel, administrators, parents and other staff;
- the strategy the LEA will use to provide the required technical support to programs;
- the strategy the LEA will use to provide information and training for parents on the National Education Goals, state and local student content and performance standards and assessment, monitoring of a child's progress, as well as information on how parents can participate in decisions relating to the education of their children;
- the strategy the LEA will use to provide materials and training for parents regarding literacy and working with their children to improve achievement;
- the strategy the LEA will use to provide education for teachers, pupil services personnel, principals and staff on the value and utility of the contributions of parents as equal partners, and how to implement and coordinate parent programs; and
- how the LEA will involve parents in the training of staff to improve instruction and services to children.

### **Goal III of the Program Plan:**

While not a required element for Goal III of the program plan, health, nutrition, and other social services that are not otherwise available to eligible children in a targeted assistance school may be provided under the following circumstances. If the school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers, and if funds are not reasonably available from other public or private sources to provide services under this part, then a portion of the funds may be used as a last resort to provide such services that include the following:

- the provision of basic medical equipment, such as eyeglasses and hearing aids;
- compensation of a coordinator; and
- professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

If the LEA intends to use a portion of the funds for this purpose, describe the need and how the services will be provided.

### **Goal IV of the Program Plan:**

- model approaches to improving parent involvement (e.g., Even Start);
- training to help parents help other parents, (e.g., parent aides, volunteers, or home visitors to maintain contact or help with homework);

literacy training if other funding sources for such training are exhausted;  
information related to school and parent programs, meetings and other activities in the dominant language of the family;  
opportunities for teachers and other district personnel to conduct in-home conferences for parents who are unable to attend meetings;  
meetings held at a variety of times in order to maximize the opportunities for parents to participate in school-related activities;  
funding at a reasonable cost for helping parents to become involved (e.g., transportation, child care);  
coordination and integration of the program with other parent involvement programs;  
parent resource centers, where feasible, and opportunities to learn about childhood development, and child rearing;  
roles for business and community organizations to help them become involved as well as to encourage the formation of partnerships between elementary, middle, and secondary schools and local businesses that include roles for parents; and  
other reasonable support for parent involvement (e.g., the use of cable television to advertise meetings, parent homework networks, or parent-teacher reading study groups).

## **Title I Schoolwide Programs - IASA §1114**

Title I Schoolwide Programs are designed to upgrade the entire educational program of a high-poverty school (50 percent or greater poverty level). See Appendix E for information and a checklist of the elements that must be included in each Title I Schoolwide Program.

A schoolwide program plan requires detail that is separate and in addition to the general Program Plan. For each school with a schoolwide program, attach separate sheet(s) that describes the required elements specified in Appendix E.

For a Title I eligible Whole School Reform School in an Abbott district, that meets the 50 percent poverty criteria and wants to become a schoolwide program school for 2001-2002, the NJDOE will consider the planning that took place to become a whole school reform school as sufficient to meet the Title I Schoolwide planning requirements. The **approved whole school reform plan** will be accepted in place of a separate schoolwide program plan.

## **2. Required Elements for Title I, Part D Prevention and Intervention Programs For Children Who Are Neglected or Delinquent or At Risk of Dropping Out of School - IASA §1423**

Each LEA that receives an allocation under Title I, Part D, Prevention and Intervention Programs for Children Who Are Neglected or Delinquent or At Risk of Dropping Out of School must include a description of services provided for children residing in locally operated neglected or delinquent facilities (including facilities involved in day programs).

### **Goal I of the Program Plan:**

the program that will be provided in neglected or delinquent facilities (including facilities involved in day programs);  
the dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from correctional facilities or day programs;  
the youth expected to be served by the dropout prevention program and how the school will coordinate with existing educational programs to meet the unique educational needs;  
the efforts that participating schools will make to ensure correctional facilities working with

youth are aware of a child's existing individualized education program; and the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.

### **Goal III of the Program Plan:**

how schools will coordinate with existing social and health services to meet the needs of students at risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility;

### **Goal IV of the Program Plan:**

how participating schools will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an education program comparable to one operating in the local school where such youth would attend;  
any formal agreements between the LEA and correctional facilities and alternative school programs serving youth involved in the juvenile justice systems to operate programs for delinquent children;  
any partnerships with local businesses to develop training and mentoring services for participating students;  
how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;  
how the program will coordinate with other federal, state and local programs, such as programs under the Job Training and Partnership Act and vocational education programs serving this at-risk population of youth;  
how the program will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and  
how schools will work with probation officers to assist in meeting the need of youth returning from correctional facilities.

## **3. Required Elements for Title II - IASA §2208(d)**

### **Goal II of the Program Plan:**

professional development strategies (activities) which are tied to the state's Core Curriculum Content Standards and state student performance standards and are consistent with the district's professional needs assessment;  
professional development activities that effectively involve parents in the education of their children;  
professional development activities that address the needs of teachers in schools receiving assistance under Title I, if Title I funds are requested; and  
professional development activities that incorporate teaching strategies in the core curriculum content areas for meeting the needs of students from historically under-represented groups.

**Note: The professional development plan should be of sufficient intensity and duration to have a positive and lasting impact on the students' performance in the classroom.**

## **Title II and The New Continuing Education/Professional Development Requirements for Teachers**

Under the state's new continuing education endeavor, district professional development committees are required to develop local professional development plans. The plans are to be based upon the approved Professional Development Standards for teachers and educational services personnel and "The Framework for What Counts for Professional Development," that were created by the Professional Teaching Standards Board and approved by the Commissioner of Education.

Districts and schools are encouraged to link state and federal (Title II) requirements by **using their Title II funds** to support the following activities:

- Assessment of their **teachers' professional development needs;**
- Development of the **district's professional development plan;** and
- Completion of the **100 hours of state-approved continuing professional development every five years** by the district's teachers and educational services staff.

The above activities should be **included in Goal II of the IASA Program Plan** as strategies for achieving this goal.

## **Title II and Family Math/Science and Early Childhood Professional Development**

Districts are also encouraged to use Title II funds in support of the following areas:

- Family Math and Family Science programs
- Preschool professional development activities

## **4. Required Elements for Title IV - IASA 4115(b)(2)**

### **Goal III of the Program Plan:**

Title IV funds must be used to adopt and carry out a comprehensive drug and violence prevention program which is designed to do the following:

- for all students (ages 5-17) and employees to prevent the use, possession and distribution of tobacco, alcohol and illegal drugs for students and to prevent the illegal use, possession and distribution of such substances by employees;
- to prevent violence and to promote school safety;
- to create a disciplined environment conducive to learning;
- to include activities to promote the involvement of parents and coordination with community groups and agencies, including the distribution of information about the local educational agency's SDFSCA-related needs, goals and programs.

## **Title IV - Principles Of Effectiveness**

All LEAs receiving Title IV funds will be accountable for applying the four *Principles of Effectiveness* in a comprehensive program for ATOD and violence prevention, and a comprehensive program for sudden violent loss events. Review the approved IASA Program Plan to ensure that the elements of the Principles of Effectiveness are being met. If indicated by the review, revise and submit the Program Plan to reflect these elements. All components of the



application provided by the district must be consistent with the principles.

- **Principle One – Needs Assessment**  
Each recipient will base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served. Each SDFSCA grant recipient will conduct a thorough assessment of the nature and extent of youth drug use and violence problems.
- **Principle Two – Measurable Goals and Objectives**  
Each recipient will, with the assistance of a local or regional advisory council, establish a set of measurable goals and objectives and design its programs to meet those goals and objectives.
- **Principle Three – Effective Programs**  
Each recipient will design and implement its programs for youth based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.
- **Principle Four – Evaluation and Feedback**  
Each recipient will evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.

#### **Title IV - Prevention Strategies**

The district's comprehensive program for ATOD prevention must include each of the six prevention strategies described below. Examples of authorized activities are listed for each strategy. While funding for these programs is not limited to Title IV funds, and may include state and/or local resources, **the IASA application should only include activities funded through Title IV.**

#### **Components of a Comprehensive ATOD Prevention Program**

1. **EDUCATION** - Development, purchase and implementation of age-appropriate, development-based alcohol, tobacco and other drugs (ATOD) and violence prevention curricula; peer education/leadership/helping programs; cross-age teaching programs; student prevention education or life skills education groups; alternative education; community-based and parent education; instructional equipment; professional development programs for school staff, parents, law enforcement officials, judicial officials, health services providers and community leaders; drug abuse resistance education programs; multicultural sensitivity programs; and comprehensive health education and character education (only to the extent that such activities are a part of a comprehensive ATOD or violence prevention program). Funding to support professional certification is not allowable.
2. **PROBLEM IDENTIFICATION, SUPPORT AND TREATMENT REFERRAL** - Core teams, intervention and referral services, student assistance teams/committees, conflict resolution programs, peer mediation programs, curriculum-based student support groups, intervention-education groups, relapse prevention groups, smoking cessation programs, employee assistance programs, and short-term student and family counseling.

3. ENVIRONMENTAL - Development and implementation of ATOD and violence policies and procedures and codes of conduct, "Safe Zones of Passage" activities, metal detectors, security personnel, advocacy/action groups, anti-crime youth councils, student outreach efforts, drug and violence prevention advertising or media messages and practices, prevention of illegal gang activity, and mentoring programs.
4. ALTERNATIVES - Before- and after-school ATOD- and violence-free activities, drop-in centers, community service projects, and service learning projects.
5. SCHOOL AND COMMUNITY-BASED PROCESS - School/community planning and coordination meetings, activities which integrate the delivery of services from a variety of providers, and program evaluation.
6. INFORMATION DISSEMINATION - Development, purchase and distribution of publications, newsletters, brochures, pamphlets, handbooks, resource directories and other information services regarding ATOD abuse, safety and school discipline, public service announcements, assemblies/speakers, and health fairs/health promotion.

Each LEA will be required to report on the areas included in the NJDOE substance abuse and violence outcomes (see Section IX-2 for data collection requirements).

## **5. Required Elements for Title VI - IASA §6301, 6303**

### **Goals I, II, III, IV of the Program Plan:**

Title VI funds may be used for any of the four goals provided funds are used for one of the innovative assistance areas. Title VI funds may be used for preschool programs that are operating in the LEA. Objectives should clearly describe how assistance under Title VI will contribute to improving student achievement or improving the quality of education for students. Under the appropriate goal on the Program Plan pages, indicate for each objective supported through Title VI funds which of the following innovative assistance areas the objective supports.

#### **Innovative Assistance Areas**

1. technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding the effective use of such equipment and software;
2. programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards, which will be used to improve student achievement, and which are part of an overall education reform program;
3. promising education reform projects, including effective schools and magnet schools;
4. programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school;
5. programs to combat illiteracy in the student and adult population, including parent illiteracy;
6. programs to provide for the educational needs of gifted and talented children;
7. school reform activities that are consistent with the Goals 2000: Educate America Act; and
8. school improvement programs or activities under Title I, sections 1116 and 1117.

## 6. Required Elements for Class-Size Reduction PL106-554 §306

### Goals I and II of the Program Plan:

Goal I should be completed if funds are being used to hire teachers. Goal II should be completed if funds are being used for professional development activities.

### General Information

- If the CSR allocation is less than the starting salary of a new, fully certified teacher, the LEA may use the funds to pay the salary of a full- or part-time certified teacher in grades K-3, combining other federal, state or local funds, or use the CSR funds for professional development activities.
- **No more than three percent (3%) of the funds may be used for administration.** These activities must be described.
- If the teacher/student ratio in grades K-3 is greater than 1:18, describe the plan to reduce class size by hiring (salary and benefits) new highly qualified, *certified* teachers (regular or special education) or continuing to fund the salaries of teachers that were hired using FY 2000 and FY 2001 CSR funds. **A minimum of seventy-two percent (72%) of the funds must be used for this purpose unless the total allocation is less than the starting salary of a teacher.** Describe the recruitment, testing and training activities for hiring the new teacher(s) on Goal I of the Program Plan. Describe the LEA plan to ensure that all teachers hired in grades K-3 are certified to teach in the classroom to which they are assigned within the shortest possible time period. Include the activities to be used for this purpose.
- Describe the plan for professional development activities that may be offered to all teachers and how these activities are coordinated with the LEA's professional development plan. Describe the professional development activities that *must* be offered to private schools. If teachers are not certified to teach in the classrooms to which they are assigned, provide a description of the activities to ensure full qualification. Describe the plan for the testing of new teachers to meet state certification requirements. **A twenty-five percent (25%) maximum of the funds may be used for this purpose unless the total allocation is less than the starting salary of a teacher.** Provide a description on Goal II of the Program Plan.
- If the teacher/student ratio is less than or equal to 1:18 in all classes in grades K-3 in all schools, provide documentation. If teachers in grades K-3 are not certified to teach in the classrooms to which they are assigned, CSR funds must be used for certification purposes. Once these certification requirements are met, funds must be used to reduce class size in grades K-12 by hiring highly qualified teachers and/or to carry out activities to improve teacher quality and/or professional development activities.

### Program Priorities

Reduce class size in grades K-3 to a ratio of 1:18.

Certify existing teachers in grades K-3.

If the ratio of teachers to students is 1:18 in all K-3 classes, reduce class size in other grades or reduce the ratio in K-3 further.

Provide professional development opportunities (not limited to grades K-3).

### **Frequently Asked Questions**

**Q. Do the program plan objectives need to be measurable (outcome-based)?**

**A.** Yes. These objectives must be clearly written and based upon the needs of the LEA that were determined during the assessment and reassessment. Measurable objectives are necessary for the LEA to determine if the activities are effective in achieving the desired outcomes. Establishing benchmarks to achieve these objectives is also important for the LEA in order to assess the success of its program in meeting the desired outcomes as planned.

**Q. Why do benchmarks need to be included in the IASA program plan?**

**A.** The LEA's benchmarks provide measurable goals for achievements. These benchmarks allow LEAs to assess the success of their programs objectively and provide a tool for making adjustments to their planned activities.

**Q. Who is the target population in the IASA Program Plan?**

**A.** The target population must be identified in the objective. The target population may be students; children who attend high-poverty schools; migrant, neglected or delinquent children; those who are limited English proficient; teachers, parents, private school students or students with alcohol, tobacco, and other drug (ATOD) problems. For Title II, the target population may be teachers, administrators, other school staff or parents. However, one of the benchmarks must be based on student achievement.

**Q. For CSR, what goals in the Program Plan are used?**

**A.** Two of the goals (I and II) may be used to describe the objectives and activities for CSR funds. Goal I is used to describe the activities for hiring, recruiting and training the new CSR teacher. Goal II is used for professional development activities for existing public school and private school teachers.

## **DIRECTIONS FOR COMPLETING THE PROGRAM PLAN**

**Enter LEA name, county name, and 4-digit LEA code on each form.**

Using the format provided, complete the following components as they pertain to IASA programs. Include the objectives and activities identified for all eligible private school pupils and teachers based on consultation with those schools. Each application must include all elements required for each program for which the LEA is requesting funding, as described in Section VIII – 44-52.

### **1. GOALS**

Each Program Plan form includes one of the four goals of the consolidated plan. Objectives and activities should be listed under the appropriate goal. **All applicants requesting Title I funds must address all four (4) goals.** Other applicants should address all goals applicable to the objectives and activities being funded. There are two goals included in the Class-Size Reduction Application. Objectives and activities should be listed under the appropriate goal. For Class-Size Reduction, if all funds are used for Goal I, completion of Goal II is unnecessary for these funds.

### **2. OBJECTIVE(S):**

Describe the measurable objective(s) that the LEA has identified to address the goal. Each objective *must* specify the following information:

- a) the target population (e.g., students, private school pupils; neglected or delinquent children;  
students with problems related to ATOD abuse or violence; teachers; parents)
- b) the outcome to be achieved (performance or behavior indicator(s), rather than a process indicator(s))
- c) the date by which the outcome will be achieved.

The target population for Goal II objectives must be teachers, administrators, and/or in some cases other school staff or parents. However, one of the benchmarks/indicators for each Goal II objective must be the improvement of student achievement. Objectives may cover activities within the one-year time frame of the plan.

### **3. ACTIVITIES:**

List the activities that will be implemented to achieve the objectives. Indicate the name of private schools participating in particular activities. For CSR, include each teacher hired, indicate grade level, regular or special education, project and full-time equivalent percent.

### **4. EVALUATION METHOD:**

List the evaluation method that the LEA will use to measure progress towards achieving the *goals/objectives and the success of the project. The evaluation plan should measure the objectives.*

**For the CSR Annual Report:** Describe the LEA's plan to produce an annual report to parents, the general public and the NJDOE. Provide the number of fully qualified teachers hired, grades assigned, impact on class size, progress toward increasing the percentage of classes in core academic areas taught by fully qualified teachers, professional development

description (number of participants, including staff from private schools and grades taught) and academic (pre- and post-testing) and nonacademic information (attendance, discipline, promotion trends, instruction time, student/teacher relationship, socialization, teacher retention/job satisfaction). The CSR Annual Report may be forwarded to the USDOE for the purposes of a National Program Evaluation/Study.

**CODING - Use the following outline format:**

Goals (I,II,III...); Objectives (A,B,C...); Activities (1,2,3...); Evaluation (A1, A2, B1...)

(Example - activity IB2 refers to Goal I, Objective B, Activity 2)

(Example - evaluation A2 refers to the second evaluation method for objective A)



New Jersey Department of Education  
Improving America's Schools Act (IASA)  
LEA Consolidated Formula Subgrant Application  
Fiscal Year FY 2002

**Program Plan**

LEA: \_\_\_\_\_ County: \_\_\_\_\_

Project Code: IASA - \_\_\_\_ - 02

**I. GOAL:** Create the opportunity for all students to meet high quality academic standards.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
SAMPLE		

*Use additional sheets, as needed.*



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**Program Plan**

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_

**Project Code:** IASA - \_ \_ \_ \_ - 02

**II. GOAL:** Improve the quality of instruction through professional development that will help students meet challenging academic standards.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
<p><b>S A M P L E</b></p>		

*Use additional sheets, as needed.*





New Jersey Department of Education  
Improving America's Schools Act (IASA)  
LEA Consolidated Formula Subgrant Application  
Fiscal Year FY 2002

**Program Plan**

LEA: \_\_\_\_\_ County: \_\_\_\_\_

**Project Code:** IASA - \_ \_ \_ \_ - 02

**III. GOAL:** Establish a learning environment conducive to academic achievement by coordinating and/or providing necessary student services.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
S A M P L E		

*Use additional sheets, as needed.*



New Jersey Department of Education  
Improving America's Schools Act (IASA)  
LEA Consolidated Formula Subgrant Application  
Fiscal Year FY 2002

**Program Plan**

LEA: \_\_\_\_\_ County: \_\_\_\_\_

**Project Code:** IASA - \_ \_ \_ \_ - 02

**IV. GOAL:** Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
S A M P L E		

*Use additional sheets, as needed*



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**TITLE II WAIVER REQUEST**

**LEA:** \_\_\_\_\_

**PROJECT CODE:** IASA - \_\_\_\_ - 02

In accordance with IASA §2204, any LEA that receives an allocation of less than \$10,000 must, for the purposes of providing services under Title II, form a consortium with another LEA to be eligible to participate.

The amount of funds contributed to the consortium by all participating LEAs must total \$10,000 or more.

I am requesting that the NJDOE waive this requirement for the \_\_\_\_\_ Board of Education. I hereby certify that the program described in this application is of *sufficient size, scope and quality to be effective*.

**SAMPLE**

Approved by Chief School Administrator (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE: Complete only if the amount of Title II funds requested is less than \$10,000.**

## ***J. BUDGET SUMMARY***

### **1. Period of Obligation**

In accordance with EDGAR, 34 CFR Part 76.708, LEAs may begin to obligate funds on the later of the following dates:

- the beginning of the project period (September 1, 2001), subject to the receipt of the federal award by the NJDOE; or
- the date that the application is received by NJDOE in substantially approvable form.

LEAs should begin to operate their programs at the beginning of the project period (subject to the above conditions). Upon receipt of the grant approval and funding, the LEA makes the appropriate charge-backs. Reimbursement for obligations is subject to final approval of the application. If the LEA expends funds on nonallowable costs prior to application approval, the LEA is responsible for covering those costs from other funds.

The project period for the FY 2002 IASA Consolidated Application is September 1, 2001 to August 31, 2002. **All funds must be obligated by August 31, 2002 and liquidated by November 30, 2002.** LEAs must submit an application for approval to carry over unused IASA funds into the next project period. Carry-over funds not obligated by the LEA at the end of the project period for which funds were allocated or approved for carry-over by the NJDOE must be returned to the NJDOE with the Final Report (see Section IX – 9-11).

### **2. Maintenance of Effort**

Each LEA may receive its full allocation if either its combined fiscal effort per pupil or aggregate expenditures of state and local funds for free public education in the preceding year (1999-00) were not less than 90 percent of the expenditures for the second preceding year (1998-99). If the LEA fails to meet the 90 percent level, the SEA must reduce the LEA's allocation by the exact percentage of each "titled program" for which the LEA failed to meet the 90 percent level. The USDOE Secretary has the authority to waive this requirement for one year if the SEA determines that the waiver would be equitable because the failure to comply was caused by exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the LEA. (IASA §14501; and Section VII for waiver process).

### **3. Nonsupplanting**

**Title I, Title VI and CSR** [§1120A(b) and 6401(b)] - Federal funds can be used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources. In no case may an LEA use federal program funds to supplant funds from non-federal sources. For Title VI, as affirmed by the US Supreme Court, services for private school students must supplement and, in no case, supplant the level of services that would be available to participating private school students in the absence of Title VI services.

## 4. Comparability

**Title I** - LEAs receiving Title I, Part A funds are required to assure compliance with comparability requirements (see Section VIII-19, Assurance #24 & #25) and to maintain documentation that is available for audit or monitoring purposes.

An LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Part A schools that are at least comparable to the services provided in schools that are not receiving Part A funds. If the LEA serves all of its schools with Part A funds, the LEA must use state and local funds to provide services that are substantially comparable in each Part A school. An LEA may determine comparability on a districtwide basis or on a grade-span basis, according to the following guidelines:

- Even if all schools in the LEA or in a grade-span grouping are served, the LEA must demonstrate that it will use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. For example, the LEA, in order to establish a comparison to determine that services are “substantially comparable,” may calculate ratios for the group of schools serving program areas with the lowest percentage of children from low-income families. The ratio for each of the other program schools would then be compared with the average calculated for the comparison group of program schools.
- Although there is no limitation on the number of grade spans an LEA may use, the number should match the basic organization of schools in the LEA. For example, if the LEA’s organization includes elementary, middle, and high schools, the LEA would have three grade spans.
- If there is a significant difference in the enrollments of schools within a grade span (i.e., the largest school in the grade span has an enrollment that is two times the enrollment of the smallest school in the grade span), the LEA may divide grade spans into a large school group and a small school group.
- The comparability requirement does not apply to an LEA that does not have more than one building for each grade span. An LEA may also exclude schools with 100 or fewer students from its comparability determinations.
- An LEA will be considered to have met the comparability requirement if the LEA files with the NJDOE a written assurance that it has established and implemented the following:
  - districtwide salary schedule;
  - policy to ensure equivalence among schools in teachers, administrators, and other staff; and
  - policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

As an alternative, an LEA may meet the comparability requirement if it establishes and implements other measures for determining compliance such as student/instructional staff ratios or student/instructional staff salary ratios. For example, an LEA may do one of two things:

1. Compare the average number of students per instructional staff in each Part A school with the average number of students per instructional staff in schools not participating in Part A programs. A Part A school is comparable if its average does not exceed 110 percent of the average of schools not participating in Part A programs; or

2. Compare the average instructional staff salary expenditure per student in each program school with the average instructional staff salary expenditure per student in schools not participating under Part A. A Part A school is comparable if its average is at least 90 percent of the average of schools not participating in Part A programs.

**Note:**

- *Staff salary differentials for years of employment **will not be included** in comparability determinations.*
- *An LEA need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services.*

**a. Records**

If the LEA files a written assurance that it has established and implemented a districtwide salary schedule and policies to ensure equivalence among schools in staffing and in the provision of materials and supplies, it must keep records to document that the salary schedule and policies were implemented and that equivalence was achieved among schools in staffing, materials, and supplies. If the LEA established and implemented other measures for determining compliance with comparability such as student/instructional staff ratios, it must maintain source documentation to support the calculations and documentation to demonstrate that any needed adjustment to staff assignments was made.

**b. Developing Procedures for Compliance**

An LEA must develop procedures for compliance with the comparability requirement and implement those procedures annually. An LEA is only required to document compliance with the comparability requirement biennially (every two years).

**c. Determining Compliance**

When determining compliance for comparability, an LEA may exclude state and local funds expended as follows:

- bilingual education for limited English proficient (LEP) children; and
- excess costs of providing services to children with disabilities as determined by the LEA.

**Note:** *Title I no longer permits any exclusion of supplemental state or local funds from the Title I comparability requirement.*

**5. Local Cost Sharing**

**Title II** - Each LEA is required to provide matching funds of no less than 33 percent of the total cost of professional development activities (or 50 percent of the Title II allocation, excluding the private school portion) supported under this Title. The available resources for meeting this requirement can be found in IASA §2209. LEAs may use funds from Titles I & IV to meet this requirement.

Due to a waiver request approved by the USDOE, Title VI funds may also be used to satisfy this matching requirement as long as Title VI funds are used for professional development activities consistent with Title VI. The students affected by the waiver are expected to continue to make academic progress. LEAs that use the waiver are required to report on the use of the waiver [IASA

§14401(e)], describe the Title VI expenditure on the Budget Detail, and indicate on this page that it is part of the Title II Match by checking the box at the bottom of the Budget Summary page.

For those LEAs who are members of a Title II consortium, each participant is responsible for its proportionate amount of the local match as calculated by its individual allocation. The Budget Summary of the applicant must reflect the uses of the matching funds from all the participants in the consortium.

In the IASA application, the Title II match is shown on the Budget Summary, in the Title II, LEA Match column. In the Final Report, the LEA must report the amount of the LEA match that was expended. This amount must comply with the match requirements as specified in IASA §2209. If the LEA is applying to carry over unexpended Title II funds and a match amount remains, these funds must be designated on the Budget Summary/Carry-Over Application.

## 6. Accounting Procedures

Effective July 1, 1993, NJDOE regulations require that all LEAs prepare budgets and submit expenditure reports according to *the Uniform Minimum Chart of Accounts (Handbook 2R2) for New Jersey Public Schools*, referred to as Chart of Accounts. The budget pages in all IASA Consolidated Applications and reporting forms included in these Guidelines reflect the coding of accounts consistent with those in GAAP. The handbook describes the coding of accounts in New Jersey school financial operations. The coding system, with its multidimensional structure, creates a common language of use in recording, reporting and controlling the financial activities of school districts. Each LEA business office has a copy of the complete handbook.

**New!** For FY 2002, the GAAP codes have been compressed. The codes are broader. Appendix L provides a quick reference of commonly requested costs. The compressed GAAP codes are for the purposes of this application only. For internal use, LEAs may be required to use their own accounting systems and coding.

The Project Budget Summary summarizes aggregate amounts for each expenditure category in the project budget. The Budget Detail pages delineate and clarify expenditures for the purpose of reviewing and monitoring the project's activities. **Budgets must be completed in conjunction with the LEA's business office to ensure consistent categorizing of expenditures.** Improper coding of expenditures is considered to be in noncompliance with *N.J.A.C. 6:20-2A.2(m)*. Instances of noncompliance noted by auditors must be reported in the Auditor's Management Report.

LEAs **may not** commingle IASA funds with other federal, state or local funds and **no commingling of funds is permitted among titles included in the IASA Consolidated Application, with two exceptions**. The basic requirement is to maintain the fiscal identity of each title award (e.g., Title I, Title II, Title IV, Title VI and CSR). This requirement is satisfied by the use of separate accounts that include an "audit trail" of the expenditures for each project awarded. However, program funds may be combined in two ways:

- in a schoolwide program under IASA §1114 (Appendix E), and
- for consolidated administrative costs under IASA §14203 (see Section VIII – 75).

## 7. Cash Management for Grants in Excess of \$50,000

Pursuant to EDGAR 34 CFR, Part 80.20 (b)(7) Cash Management, the NJDOE is required to monitor grantees' cash on hand each fiscal year. The NJDOE has established procedures to ensure the receipt of reports of cash balances and cash disbursement in order to prepare and complete the accurate cash transactions to the USDOE.

During FY 2002, the cash-on-hand analysis will be conducted in March 2002. A Cash Analysis Report is forwarded to each LEA awarded federal entitlement funds in excess of \$50,000. During the review of the report, the amount of federal cash received and the expenditures incurred at a designated point in time are compared. If cash on hand is in excess of one monthly payment, entitlement payments will be delayed until the LEA provides documentation that the issue is resolved.

## 8. Budgetary Constraints

### a. LEA Allocations

#### Title I

LEAs may only use Title I funds in eligible school attendance areas. In order for a school to be designated an eligible school attendance area for Title I purposes, the percentage of children from low-income families in the school attendance area must be at least as high as the percentage of children from low-income families in the LEA as a whole. See Section VIII-30 for requirements regarding eligible school attendance areas.

#### Title II

##### Math/Science Expenditure Requirement:

LEAs are required to spend a specified minimum proportion of their Title II/Eisenhower funds as specified by IASA §2206(a)(b), on mathematics and/or science professional development. LEAs may include as part of the math/science amount expenditures for professional development activities that integrate math and/or science with technology or any of the other core curriculum content areas. The math/science minimum amount varies from year to year depending upon the national appropriation of Eisenhower funds by Congress. Because the required math/science proportion for FY 2002 is not available when the Guidelines are printed, **the required percentage of funds is specified on the allocation notices and on the cover letter to chief school administrators.**

##### District/School-Level Expenditure Requirement:

In compliance with IASA §2210(a)(1), LEAs must allocate a minimum of 80 percent of Title II funds for professional development activities for teachers, and where appropriate, for administrators, pupil services personnel, parents and other staff of individual schools. No more than 20 percent may be used for district-level professional development activities. The school-level portion of funding does not need to be distributed equally or proportionally to all schools, but should be distributed in accordance with the needs assessment for professional development and the comprehensive plan.



## **b. Indirect Costs**

Indirect costs may be charged to the programs if the LEA has an indirect cost rate approved by the NJDOE. The cost to be charged to each program is calculated by applying an approved Indirect Cost Rate, restricted rate only, to the Total Funds Requested by program as shown on the Title Page of the Consolidated Application. (An example is contained in Appendix K.) LEAs may obtain an approved calculated rate by completing and submitting an "Application for Indirect Cost" to the NJDOE, Office of Budget and Accounting. Indirect costs should be shown on the Budget Detail, "Administrative Costs," page and on the Title I Eligibility page (item d).

## **c. Teacher's Pension & Annuity Fund (TPAF) and Social Security (FICA) Charges**

All LEAs budgeting federal grant funds for salaries of full and part-time staff, who participate in TPAF, must also include TPAF and FICA contributions in the federal grant budget. A minimum of **15 percent** of each salary or portion of a salary budgeted in the FY 2002 IASA Application must also be budgeted for TPAF/FICA benefits for employees who contribute to TPAF. **For those employees working for more than their base salary (ie: stipends), an additional 7.65 percent of the wages in excess of the base salary must be budgeted for FICA.** Other benefits may also be budgeted, however, all TPAF/FICA and other fringe benefits must be budgeted in proportion to the allocated federal salary.

## **d. Administrative Costs**

In order to focus federal resources on the direct provision of services, a limit has been established on the percentage of funds from Titles I, II, IV, and VI which may be used for administration. A maximum of 5.0 percent of each Title's grant award may be used for administrative costs. For CSR, the maximum amount of administrative costs that may be allocated is 3.0 percent.

Administrative costs include expenditures for activities concerned with overall administrative responsibility for a grant program such as:

- supervising the application for funds;
- assigning duties to staff members;
- supervising and maintaining records pertaining to the grant program;
- coordinating activities with other locally-, state-, and federally-funded activities, including the work of clerical staff in support of teaching and administrative duties;
- full-time department chairpersons' expenditures; and
- the prorated expenditures of part-time department chairpersons.

Administrative costs may include the salaries of *program directors* (200-100), salaries of *secretarial and clerical assistants* (200-100), the *pro rata share of fringe benefits* for salaries included in the preceding categories (200-200), *purchased professional services* (200-300), *purchased technical services* (200-300), *rentals of noninstructional equipment* (200-400), *travel for administrative staff* (200-580), *administrative supplies and materials* (200-600), and *indirect costs* (200-860). Administrative costs do not include expenditures for supervisors of instruction, inservice teacher training, or other professional development activities.

Each expenditure should be evaluated individually as to its function (i.e., instructional versus administrative), with each budgeted item clearly linked to an identifiable activity reflecting the nature of the expenditure. The cost of the activities must be supported in the Program Plan. (All administrative funds charged to the grant must be shown on the Budget Detail – Administrative Costs, and for Title I, on the Title I Eligibility, item f.) Budget detail pages should refer to the applicable activity from the Program Plan in the Justification Code column. If an item is assigned to more than one category, all activity codes should be indicated with the applicable percentage of time.

- **Note:** If an employee splits time among the “covered programs” and other local, state or federal programs, time and activity records showing the actual time spent on each program or activity must be maintained.

#### **e. Allowable Costs**

- **Note: A summary of authorized activities for each title is included in Appendix D.**

All budget items are subject to application review and must demonstrate a direct relationship to the stated objectives and activities. LEAs are encouraged to develop applications that integrate funds, provided that the use of funds meets the intent of the title regulations. The following list was developed to highlight allowable costs or costs that have prompted questions in the past. It is not an exhaustive list of allowable costs. Additional fundable activities are described in the individual title regulations.

- At the end of the project period, an LEA may, with state approval, use up to five (5) percent of unneeded program funds for the purposes of another "covered program." An LEA must obtain approval through the carry-over process. (See Section IX – 9-11 for restrictions.)
- Split-funding of salaries and equipment among grant programs is allowed if the following parameters are met:
  - The portion of time allocated to each grant for funded personnel and the amount on the respective budget detail section are clearly indicated;
  - documentation is maintained that demonstrates and verifies that the activities were implemented; and
  - the portion of time and the dollars allotted to each grant is substantiated.
- Under **Title I**, construction of school facilities is permitted if the LEA demonstrates that the proposed construction is essential to the success of the project and has made every effort to consider other funds to pay for the construction and that there is no alternative space that meets the needs of the project. Only minor remodeling needed to accomplish the purposes of the program is allowed under **Title IV** [IASA §4133 (1)].

- Not more than a combined 20 percent of the **Title IV** funds may be used for activities related to "safe zones of passage" (e.g., drug- and weapon-free school zones, enhanced law enforcement, neighborhood patrols), metal detectors, and security personnel. Use of Title IV funds for these activities is only permitted if funding for them is not received from other federal agencies. [IASA § 4116 (c)(1)(2)]
- Comprehensive school health activities may be implemented only to the extent that such activities are part of an LEA's comprehensive drug and violence prevention program. (**Title IV**)

#### **f. Nonallowable Costs**

- Distribution of materials or operating programs which promote or encourage sexual activity; distributing obscene materials to minors; or providing sex education or HIV prevention education unless such instruction is age-appropriate and includes the health benefits of abstinence, or a program of condom distribution. (All titles - IASA §14511)
- Construction or renovation of buildings, rooms or any facility [**Title II**-IASA §2401(d)].
- Medical services, drug treatment or rehabilitation, except for pupil services or referral to treatment for students who are victims of, or witnesses to, a crime or who use alcohol, tobacco, or drugs (Title IV). Consistent with this prohibition, LEAs may not use Title IV funds to pay for either drug tests conducted as part of the required medical examination of students suspected of being under the influence of alcoholic beverages or other drugs on school property or at school functions, as set forth in *N.J.S.A. 18A:40A-12* and *N.J.A.C. 6:29-6.5*, or for any other component of the required medical examination of students suspected of being under the influence. This prohibition does not preclude the use of Title IV funds for drug tests that are conducted outside of the required medical examination for students suspected of being under the influence, pursuant to *N.J.S.A. 18A:40A-12* and *N.J.A.C. 6:29-6.5*. The prohibitions set forth above are consistent with items #32 and #33 of the Title IV section of the Assurances and Certification of this application.

#### **New! 9. Equipment**

Effective July 1, 2001, the capitalization threshold used by school districts and charter schools in the State of New Jersey is increased to \$2000. Revised pages 72 and 73 of The Uniform Minimum Chart of Accounts (Handbook 2R2) for New Jersey Public Schools were attached to a memo that was distributed by the Division of Finance, dated January 11, 2001. If a district business administrator needs clarification of whether an item should be classified as equipment or supply, the district's auditor should be consulted.

Some federal, state and local laws and regulations, usually in the form of funding programs, may present conflicting criteria for distinguishing between supplies and equipment. The criteria below are based on a combination of the most practical guidelines from these laws and regulations. Unless otherwise bound by federal, state or local law, LEAs should use these criteria in their supply/equipment classification decisions.

An equipment item is any instrument, machine, furniture, apparatus or set of articles which meets **all** of the following criteria:

1. It retains its original shape, appearance and character with use;
2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;

3. It is nonexpendable – that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit;
4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year;
5. The item **costs more than \$2000**.

An item should be classified as a supply if it does not meet **all** the equipment criteria listed above.

#### **10. Public Control of Funds and Property**

The LEA must administer funds, retain control over the funds, and retain equipment, materials and property that are purchased with federal funds (EDGAR 34 CFR §76.661). The services and personnel or agencies providing services to private school children will be under the control and supervision of the LEA. Services to private school children must be provided by personnel employed by or under contract with the LEA. LEAs may not turn funds over to the private schools and allow the private school to oversee their use.

On June 28, 2000, the United States Supreme Court issued its decision in *Mitchell v. Helms*. It ruled that Title VI services, materials and equipment provided for private school students must be secular, neutral, and nonideological.

Title to real property and nonexpendable personal property (tangible personal property having a useful life of more than one year and an acquisition cost of \$2,000 or more per unit) purchased by LEAs partly or wholly with federal funds will be vested in the LEA until the assets are no longer available for use in the federally sponsored program, or used for purposes not authorized by the state grantor agency. At that time, federal and state equitable interest will be refunded to the state in the same proportion as the federal and state participation in its costs of acquisition. (EDGAR 34 CFR §80.32)

### **Frequently Asked Questions**

**Q. What are the categories most used for administrative costs?**

- A. Salaried positions for secretary/clerical and program director and supervisor are the most commonly used administrative costs. More information regarding administrative costs is available in Section VIII - 65-66.

**Q. Must employee benefits be charged to the grant for TPAF salaried staff?**

- A. Yes. A minimum of 15 percent of each salary must be budgeted for these employees. For those employees who work beyond their base salary, 7.65 percent must be budgeted for FICA.

**Q. Are stipends for teachers considered wages and subject to 7.65 percent FICA?**

- A. Yes. All stipend funds charged to the grant must include a budgeted amount for the FICA portion.

**Q. Can an LEA pay the costs for substitutes in a private school while the teachers attend a Title II professional development activity?**

- A. The LEA may provide these substitute services only if the personnel are employed by the LEA or under contract with the LEA.

**Q. Must new teachers hired with CSR funds be fully certified?**

- A. Yes. New teachers hired with CSR funds must be fully certified. If class size for grades K-3 is already reduced to 18 or less, but some teachers for those grades are not certified to teach in the classrooms to which they are assigned, the LEA must ensure these teachers will become certified within the shortest possible time period.

**Q. What is the priority for expending CSR funds?**

- A. Funds should be expended in the following priority order:
1. Reduce class size in grades K-3 to a ratio of 1:18.
  2. Certify existing teachers in grades K-3.
  3. If the ratio of teachers to students is 1:18 in all K-3 classes, reduce class size in other grades or reduce the ratio in K-3 further.
  4. Provide professional development opportunities (not limited to grades K-3).

**Q: If the LEA already budgeted state or local funds to hire a new teacher for September 2001, may CSR funds be used to pay the salary?**

- A: No. The federal law specifically forbids LEAs to use CSR funds to supplant. Funds may only be used to supplement. Therefore, CSR funds may not be used to *replace* state or local funds.

**Q: May the 72 percent be used to fund a veteran teacher's salary if the teacher is being moved to a primary grade with the intent of reducing class size?**

- A: Yes. Funds may be used for salary and benefits of a fully certified veteran teacher moved to a primary grade when a new teacher is hired for the veteran teacher's former class.

### **Frequently Asked Questions (continued)**

**Q: If an LEA is experiencing limited building space and does not have a classroom to accommodate additional class(es) to reduce class size, what are the options available to the LEA?**

**A:** Schools are encouraged to be creative and explore ways of effectively providing reduced class size by the following:

- Creating smaller instructional groups on a daily basis with certified teachers for sustained blocks of class time.
- Assigning two certified teachers to team-teach in a single classroom for the entire school day, or a part of the day.
- Hiring an additional fully certified teacher to teach a grade level (e.g., three teachers for two third grade classes) and dividing the students among the larger number of teachers for sustained periods of instruction by subjects (e.g., reading, math).
- Hiring an additional fully certified teacher to work with half of the class for reading or math while the other half remains with the regular classroom teacher.
- Converting to a year-round schedule.

**Q: If a district receives a large entitlement that would be enough to hire three teachers, but the LEA doesn't need three teachers to reduce class size in grades K-3, must 72 percent still be used for teacher salaries?**

**A:** If the LEA does not have a teacher/student ratio of 1:18 in grades K-3, it must use a minimum of 72 percent of the funds it receives to recruit, hire (including payment of salaries and benefits) and train certified classroom teachers in order to reduce the size for those grades. If the LEA has already reduced class size in grades K-3 (or in other grades or subjects for LEAs that do not serve grades K-3) to 18, the LEA may use funds for the following:

- Make further class-size reductions in grades K-3 (or in other grades or subjects if the LEA does not serve grades K-3);
- Reduce class-size in other grades;
- Carry out activities to improve teacher quality.

**Q: Can a district hire two part-time teachers without benefits instead of one full-time teacher?**

**A:** The LEA may hire part-time teachers for grades K-3. Payment of benefits (TPAF/FICA) is required if the part-time teachers are participating in TPAF.

**Q: Can an LEA hire a teacher for an after-school or before-school program?**

**A:** No. The intent of CSR is to reduce class size in grades K-3 during the regular school day.

## **DIRECTIONS FOR COMPLETING THE BUDGET SUMMARY**

**NOTE: Refer to the Uniform Minimum Chart of Accounts distributed by the Office of Finance for specific instructions regarding classification of expenditures within category headings. Use whole numbers only.**

1. Complete the LEA name and project code.
2. Indicate the amount budgeted in each of the expenditure categories for the activities supported through this project by funding source. The budgeted amounts in each category on the Project Budget Summary must match the subtotals for the expenditure categories by funding source itemized on the Budget Detail. For information on the Title II LEA match column, see Section VIII - 62-63.
3. The Totals By Funding Source line in each column must be equal to the amount indicated for each program in Column 6e on the Title Page.
4. The Total (LEA Use) column for each expenditure category is optional.
5. The LEA - Business Administrator signature and date is required.
6. Check the box at the bottom of the page if Title VI funds are used for the Title II LEA match.

**Note: Shading is provided as a broad guide for unallowable costs. The Budget Detail must be verified to determine allowable costs in specific areas such as administrative costs for all programs and professional development costs for CSR.**



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

### Budget Summary

LEA: \_\_\_\_\_

County: \_\_\_\_\_

Project Code: IASA- \_\_\_\_\_ -02

EXPENDITURE CATEGORY	FUNC. & OBJECT CODES	FUNDING SOURCES					
		TITLE I	TITLE II		TITLE IV	TITLE VI	CSR
			FEDERAL	LEA MATCH			
INSTRUCTION							
Personal Services - Salaries	100-100						
Purchased Prof. & Tech. Services	100-300						
Other Purchased Services	100-500						
General Supplies	100-600						
Other Objects	100-800						
SUBTOTAL INSTRUCTION							
SUPPORT SERVICES							
Personal Services - Salaries	200-100						
Personal Services-Employee Benefits	200-200						
Purchased Prof. & Tech Services	200-300						
<i>Purchased Prof. - Ed. Serv.</i>	200-320						
Purchased Property Services	200-400						
Other Purchased Services	200-500						
<i>Travel</i>	200-580						
Supplies and Materials	200-600						
Other Objects	200-800						
<i>Indirect Costs</i>	200-860						
SUBTOTAL-SUPPORT SERVICES							
FAC ACQ & CONSTRUCTION SERV - Buildings	400-720						
Instructional Equipment	400-731						
Noninstructional Equipment	400-732						
SUBTOTAL-FACILITIES ACQ. & CONSTRUCTION SERVICES							
Schoolwide Programs: Abbott	520-930						
Schoolwide Programs: Non-Abbott	520-932						
TOTAL PROJECT EXPENDITURES							

SAMPLE

LEA BUSINESS ADMINISTRATOR NAME

LEA BUSINESS ADMINISTRATOR SIGNATURE

DATE

[ ] Check here if using Title VI funds for Title II match



## ***K. BUDGET DETAIL***

The budget detail provides a specific budget of the costs being funded through each of the Titles. All costs should be clearly described and categorized by GAAP function/object code. The subtotal of each function/object code must equal the amount indicated on the Project Budget Summary. Each item budgeted must be related to an activity described in detail in the Program Plan. This relationship is indicated by Justification Codes referencing the Goals, Objectives, and Activities of the plan (e.g., I.A.1).

Any administrative costs, including indirect costs, should be listed separately on the page entitled “Administrative Costs.” **These costs should not be duplicated on other budget detail pages.** A grand total should be included at the end of the budget detail totaling all costs, including administrative. See Section VIII - 65-66 for the definition of administrative costs.

IASA funds may be used to support administrative positions that oversee more than one of the “covered programs,” as well as other associated costs (e.g., supplies). In this situation, it may be more efficient to consider these costs as “consolidated administrative costs” which are shared among the programs. The LEA is not required to assign specific costs to specific federal programs and separate records do not need to be maintained indicating the percentage of time dedicated to individual projects (IASA§14203). However, consolidated costs must be attributed in proportion to the funds provided by each project. To designate administrative funds as consolidated, the LEA should check the appropriate box at the top of the budget detail form. If the LEA exercises this option, all administrative costs are considered to be “consolidated” and may not exceed 5 percent of Titles I, II, IV, VI and 3 percent of CSR.

### Title II Applicants

In the “Math/Sci” column list professional development activity expenditures for math, science, the integration of math or science with technology, or the integration of math/science with other core content subject areas. In the “Other” column list professional development activity expenditures for other core content subject areas that are not integrated with math or science. The “Other” column is not to be used for budgeting the Title II LEA match.

### Using Title VI as part of Title II Match

Provide an itemized description of the Title VI expenditures and indicate that it is part of the Title II Match.

### Title VI Innovative Areas

Title VI funds must be allocated in any of the ten innovative assistance areas as described in Appendix D, Section X-14. Private schools funds may not be budgeted in area eight. This “Innovative Areas” column is provided for the districts to note the Innovative Assistance areas that are being funded under each function/object code. These notations will assist the district in completing their Title VI Data Collection. See Section IX-2 for more information on the Title VI Data Collection.

### Schoolwide Programs

For purposes of this application, schools indicated as schoolwide programs may combine funds from Titles I, II, IV, VI and CSR. If such funds are combined, the Abbott LEAs must use function/object code 520-930, and non-Abbott LEAs 520-932. Identify those schools on the Budget Detail and enter the total amount of funds in the funding source column. For more information regarding schoolwide programs, see Appendix E Schoolwide Programs (Section X – 19-26.)

## **DIRECTIONS FOR COMPLETING THE BUDGET DETAIL**

### **NOTES:**

- Use the format provided to itemize the budgeted costs for each title and for CSR.
  - List administrative costs separately on the page entitled “Administrative Costs.”
  - Use as many sheets as needed.
1. Complete the LEA and county name and 4-digit code.
  2. List only those budget items consistent with the objectives and activities stated in the Program Plan and consistent with the budgetary constraints outlined in the Guidelines (see Section VIII – 64-67). Complete each of the columns as described below for only those costs to be paid with IASA funds.

**FUNCTION & OBJECT CODE:** List the function & object codes in the same order as they appear on the Project Budget Summary. The GAAP codes must be used. Examples of appropriate GAAP codes may be located in Appendix L.

### **ITEMIZED BUDGET:**

#### Description/Itemization

- List/describe the item(s) to be funded in each category.

#### Funding Source

- Indicate in the appropriate column the amount budgeted from each federal funding source to support the listed expenditures for this project.

#### Title I

- Do not group all of the Title I parent involvement activities into one category. Place the activities in the appropriate budget categories.
- Specify in the appropriate categories services provided to Title I neglected and delinquent students (e.g., 100-101 for Teachers, 100-106 for Instructional Aides and 200-104 for Social Workers.)

#### Title II

- For each budgeted item, enter into the appropriate columns the amount of funds specifically allocated for math/science activities and the amount of funds allocated for professional development activities in other core curriculum content areas.

#### Title VI

- Enter the appropriate number (#1-10) of the innovative assistance areas, as described in Section X-14, next to each budgeted item. Complete the Title VI Data Collection form and include it with submission of the IASA application.

### Class-Size Reduction

- Enter the amount of funds for program costs and/or professional development. Ensure that the appropriate percentages meet the federal requirements.

### Equipment

- Equipment (400-731 and 400-732) acquisition cost is now defined as more than \$2000 per unit. (See VIII - 67-68 for more information.)

### Schoolwide Programs (Abbott: 520-930; non-Abbott: 520-932)

In the description/itemization column, list the individual schools with approved schoolwide programs that are combining their funds. Enter the amounts allocated to each school in the funding source column for each title.

### Verification of Budget

- Subtotal each expenditure category. The amounts budgeted for each expenditure category must match the corresponding line(s) of the Federal columns by funding source on the Project Budget Summary.
- Total each Funding Source column. **The totals for each funding source must match the Totals by Funding Source on the Project Budget Summary and column 6f on the Title Page.**
- Grand Total. Total each Funding Source column from all budget detail pages, including administrative costs. Complete on the last budget detail page submitted. (Leave blank on all other budget detail pages.)

**JUSTIFICATION:** Reference the appropriate code for the goal/objective/activities from the Program Plan pages of the application or the codes from the approved whole school reform plan for each budget item in each category. (Example: I.A.3)

### **Administrative Costs page only:**

For Titles I, II, IV and VI the maximum amount, per Title, that may be used for administrative costs is 5.0 percent. For CSR, that amount is 3.0 percent. If administrative costs are consolidated, check the Consolidated box at top right of page. If choosing to consolidate administrative funds, no more than 5.0 percent of each award for Titles I, II, IV and VI and 3.0 percent for CSR may be used for administration. Consolidating administrative funds eliminates the need for separate time and activity records for each funding source.

***Note: The LEA - Business Administrator signature and date is required on all budget pages.***





New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**Budget Detail –ADMINISTRATIVE COSTS**

Consolidated Administrative Costs

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code: IASA** \_ \_ \_ \_ -02

*Note: Employee benefits must be budgeted for all salaried positions in Function/Object Code 200-200 at a rate of 15%.*

FUNCTION & OBJECT CODE	ITEMIZED BUDGET								JUSTIFICATION CODE  GOAL/OBJECTIVE/ ACTIVITIES
	DESCRIPTION/ITEMIZATION	FUNDING SOURCE						CSR (3% MAX)	
		TITLE I (5% MAX)	TITLE II (5% MAX)		TITLE IV (5% MAX)	TITLE VI (5% MAX)			
			Math and Science	Other Content Areas		\$	Inn. Area		
SAMPLE									
	SUBTOTAL Administrative Costs:								

*Use additional sheets, if needed.*

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR NAME

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR SIGNATURE

\_\_\_\_\_  
DATE

## **IX. POST-AWARD REQUIREMENTS**

### **A. MAINTENANCE OF RECORDS AND SUBMISSION OF REPORTS**

The applicant LEA is responsible for the use of all funds awarded and for the maintenance of project records for three (3) years following the completion of the activity for which the funds were used (GEPA § 434 and EDGAR § 80.42(b)). In addition, the applicant is responsible for submitting in a timely manner all Amendment Applications, Final Reports/Carry-Over Applications and any other reports required by the NJDOE.

### **B. MONITORING**

Monitoring is an ongoing assessment of an LEA's status of compliance with federal and state requirements. Several methods are used to review an LEA's compliance with requirements directing the use of federal funds. Information regarding the implementation of program activities and expenditures is collected through site visits and required reports. NJDOE staff reviews applications for compliance with regulatory requirements. The Final Report is reviewed to determine completion of program activities and expenditures consistent with the approved application. Additionally, district audit reports are reviewed and areas of noncompliance are identified and must be corrected.

LEAs that do not meet performance standards in the areas of assessment and attendance will be the focus of on-site review during the Group 2 monitoring process. The selection of LEAs to be monitored is consistent with *N.J.A.C. 6A:30 et seq.*, "Procedures for the Evaluation of the Performance of Each Public School District." LEAs will be notified in advance of scheduled monitoring visits.

### **C. DATA COLLECTION**

Federal regulations require LEAs to collect and submit data to the NJDOE. The data is compiled and forwarded to the USDOE. The data is essential to the USDOE to document the usage of federal funds and success of the program. LEA failure to comply with the data submission requirements may result in the withholding of grant payments.

#### **Title I**

The IASA law requires the collection of data from LEAs receiving Title I funds. This information contributes to the State Performance Report that the NJDOE is required to submit to the USDOE. The Office of Specialized Populations continues to use a web-based data collection system for FY 2002 school information for the Title I Performance Report. The system allows the school district data to be reported through the Internet in the fall of each year.

LEAs will be required to collect demographic data for participating students for the 2002-2003 school years by race, gender, grade level, special services group, and type of service. Information on staff involvement will be required. LEAs are encouraged to establish an internal data collection process to facilitate the reporting of accurate data.

## **Title II**

The FY 2002 Title II data collection report will be transmitted to LEAs under separate cover as was the process for FY 2001 Title II data collection. This FY 2002 report will contain similar questions as were contained in the FY 2001 data report (bubble sheets).

### Performance Indicators

LEAs will also be required to provide a FY 2002 update of the performance indicator report that was prepared and submitted in FY 2001. A matrix for completing the 2002 performance indicator report will be included in the Title II data collection packet that will be forwarded to LEAs at a later date.

## **Title IV**

### Annual Reporting Forms

Each LEA receiving Title IV funds is required to submit to the NJDOE such information, and at such intervals, that the state requires, including information on the prevalence of ATOD use and violence by youth in the schools and the community [IASA §4117(c)]. Pursuant to the statutory requirement described above, LEAs will continue to be responsible for completing the following forms, which are annually disseminated to LEAs under separate cover:

- Local Substance Abuse and Violence Prevention Program Elements; and
- Safe and Drug-Free Schools and Communities Act Impact Data.

The two data forms will be distributed to LEAs in April 2002 and will be due on June 29, 2002.

Because LEAs will be using the Internet-based Electronic Violence and Vandalism Reporting System (EVVRS), they are not required to submit a Gun-Free Schools Report or an IASA Performance Report. Use of the EVVRS will constitute compliance with the Gun-Free Schools Act (GFSA) of 1994 (IASA 14601), and the requirement to report all removals/expulsions from school imposed under New Jersey Chapter 127, the Zero Tolerance for Guns Act.

## **Title VI**

LEAs must report participation information pertaining to services provided to public and private school students and teachers and the planned allocation of funds for each of the ten innovative assistance areas, other areas and administration (see Appendix D, Section X-14).

The data obtained from LEAs is reported to the USDOE and to the members of Congress via a "National Compendium of State and Local Activities." This data details the use of Title VI funds across the nation.

For FY 2002, LEAs must indicate the appropriate innovative assistance area (#1-10) on the Budget Detail and complete the Title VI Data Collection form. Requested information includes both public and private schools, the number of students served and the number of staff who will participate in professional development activities. The form also contains a space for LEAs to briefly describe projected exemplary/promising program/practices funded at least in part with Title VI funds. The Title VI Data Collection form must be submitted to OGMD with a copy of the FY 2002 IASA application.

## Class-Size Reduction

The USDOE requires data regarding the use of funds, number of teachers hired, certification status, type of teacher hired, full- or part-time status, grades targeted, and impact on class size. This information is requested at the time of application submission using the CSR LEA Data Collection Worksheet.

In addition to the data collection and the final report, a CSR Annual Report is required. This report is submitted at the end of the project period along with the final report. This CSR Annual Report may be forwarded to the USDOE as part of a National Program Evaluation/Study.

## D. AMENDMENTS

All Amendment Applications (for changes to the approved grant or approved carry-over) must be submitted to the county office of education. The LEA must provide a brief but specific justification why funds will not be expended as originally approved. Applicants for consortium amendment applications must certify that all participating districts agree to this amendment. The signatures of the LEA chief school administrator and LEA board secretary are required, as is the date of the board approval.

Final amendments for the grant period must be submitted and approved by the county office of education and then submitted to the Office of Grants Management and Development no later than **June 28, 2002**. Amendment applications received after June 28, 2002 will not be accepted.

Once the Amendment Application is received in substantially approvable form, the LEA may begin to obligate and expend these funds. If the LEA funds activities that are not approved by the NJDOE, the LEA is responsible for those costs incurred. For any changes that do not require an amendment, the NJDOE will allow up to 10 percent of the changes at the time of the final report review.

An Amendment Application must be submitted in the following cases:

- for changes between Expenditure Categories (measured cumulatively throughout the fiscal year) in excess of ten percent of the total award by Title or \$50,000 (original application budget or approved carry-over budget), whichever is less. *LEAs are responsible for monitoring the cumulative 10 percent level of fiscal change.* Revised budget detail pages showing the proposed budget for the amended Title must be included with any amendment application;
- when budgeting expenditures in a category for which no funds were previously budgeted or approved;
- for any changes in the scope of activities being implemented. All newly funded activities must be supported in the Program Plan; or
- for approval for Title I – Schoolwide Program designation.

**ALL AMENDMENT APPLICATIONS MUST BE SUBMITTED TO THE COUNTY OFFICE OF EDUCATION  
NO LATER THAN JUNE 28, 2002.  
AMENDMENT REQUESTS RECEIVED AFTER THAT DATE WILL NOT BE ACCEPTED.**



## DIRECTIONS FOR COMPLETING AMENDMENT APPLICATION

ALL AMENDMENT APPLICATIONS MUST BE SUBMITTED TO THE COUNTY OFFICE OF EDUCATION  
NO LATER THAN JUNE 28, 2002.  
AMENDMENT REQUESTS RECEIVED AFTER THAT DATE WILL NOT BE ACCEPTED.

*Note: All the necessary forms for completion of the IASA Amendment Application may be obtained from the NJDOE web site: [www.state.nj.us/education](http://www.state.nj.us/education).*

An Amendment Application must include the following:

- a brief but specific description why funds will not be expended as originally approved;
- an assurance that all participating LEAs in a consortium agree to the amendment;
- a revised Budget Statement;
- a revised Budget Detail; and
- a revised Program Plan, if there is a change in the plan.

### **Required Pages:**

#### **Title Page**

Check the applicable box. Check the type of amendment (FY 2002 or FY 2001 carry-over).  
Complete the IASA Project Number.

Check the Title being amended and enter the award amount or carry-over award amount.

- 1-4. Complete all identifying information.
5. Provide a brief but specific description why funds will not be expended as originally approved. Clearly indicate the changes proposed (e.g., the change in the Program Plan or the transfer of funds between budget lines.)
6. Signature of Board Secretary and date of board approval for submission of amendment application.
7. Signature of Chief School Administrator and date
8. If consortium applicant, check to confirm that all participating LEAs agree with the changes proposed in the amendment application.

#### **Budget Statement** (Required for budget changes)

Revise the approved Budget Statement from the originally approved application or a subsequently approved amendment to reflect the proposed budget changes.

#### **Budget Detail** (Required for budget changes)

Revise the Budget Detail from the originally approved application or a subsequently approved amendment to accurately reflect the proposed budget changes.

#### **Program Plan** (Required for changes in the program plan)

Revise the appropriate Program Plan pages from the originally approved application or a subsequently approved amendment to accurately reflect the proposed changes in the scope of the project. Clearly indicate the sections changed or added and the date of the amendment request. See the application directions for further instructions.



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

SUBMIT THIS  
 APPLICATION TO  
 COUNTY OFFICE OF  
 EDUCATION ONLY

**Date Received by  
 County Office:**

**Amendment Application**

Individual LEA Applicant	Consortium Applicant	
Amendment to FY 2002 PROJECT CODE: IASA ____ - 02  Amendment to FY 2001 carry-over PROJECT CODE: IASA ____ - 01	<u>Check</u>     	<u>Amended</u> <u>Title</u> Title I _____ Title II _____ Title IV _____ Title VI _____ CSR _____
1. LEA:	2. County:	
3. Project Director:	3a. Tel. #:	3b. Fax #:  Email:
4. Address:		
<div style="font-size: 4em; opacity: 0.5;">SAMPLE</div>		
5. Describe the reason(s) that the funds will not be expended as approved. <i>(Attach additional sheets, as needed.)</i>		
<b>FOR USE BY CONSORTIUM APPLICANTS ONLY</b>		
6. Board Secretary (Signature):		Board Approval Date:
7. Approved by Chief School Administrator (Signature):		Date:
8. As the applicant agency for the consortium, I certify that all participating LEAs are in agreement with the changes set forth in this Amendment Application.		
<b>FOR SEA USE ONLY</b>		
County Office	Approved	Denied
ES Signature:		Date:
BA Signature:		Date:
OGMD	Approved	Denied
Signature:		Date:
COPY DISTRIBUTION:      County Office      Chief School Administrator		



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

SUBMIT THIS  
APPLICATION TO  
COUNTY OFFICE OF  
EDUCATION ONLY

### Budget Summary - Amendment

LEA: \_\_\_\_\_ County: \_\_\_\_\_ Project Code: IASA- \_\_\_\_\_-02

EXPENDITURE CATEGORY	FUNC. & OBJECT CODES	FUNDING SOURCES					
		TITLE I	TITLE II		TITLE IV	TITLE VI	CSR
			FEDERAL	LEA MATCH			
INSTRUCTION							
Personal Services - Salaries	100-100						
Purchased Prof. & Tech. Services	100-300						
Other Purchased Services	100-500						
General Supplies	100-600						
Other Objects	100-800						
SUBTOTAL INSTRUCTION							
SUPPORT SERVICES							
Personal Services - Salaries	200-100						
Personal Services-Employee Benefits	200-200						
Purchased Prof. & Tech Services	200-300						
<i>Purchased Prof. - Ed. Serv.</i>	200-320						
Purchased Property Services	200-400						
Other Purchased Services	200-500						
<i>Travel</i>	200-580						
Supplies and Materials	200-600						
Other Objects	200-800						
<i>Indirect Costs</i>	200-860						
SUBTOTAL-SUPPORT SERVICES							
FAC ACQ & CONSTRUCTION							
SRV - Buildings	400-720						
Instructional Equipment	400-731						
Noninstructional Equipment	400-732						
SUBTOTAL-FACILITIES ACQ. & CONSTRUCTION SERVICES							
Schoolwide Programs: Abbott	520-930						
Schoolwide Programs: Non-Abbott	520-932						
TOTAL PROJECT EXPENDITURES							

S A M P L E

LEA BUSINESS ADMINISTRATOR NAME

LEA BUSINESS ADMINISTRATOR SIGNATURE

DATE

☐ Check here if using Title VI funds for Title II match



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**Budget Detail - Amendment**

LEA: \_\_\_\_\_ County: \_\_\_\_\_ Project Code: IASA- \_\_\_\_ -02

*Note: Employee benefits must be budgeted for all salaried positions in Function/Object Code 200-200 at a rate of 15%.*

FUNCTION & OBJECT CODE	DESCRIPTION/ITEMIZATION	ITEMIZED BUDGET								JUSTIFICATION CODE  GOAL/OBJECTIVE/ ACTIVITIES
		FUNDING SOURCE								
		TITLE I	TITLE II		TITLE IV	TITLE VI		CSR		
			Math and Science	Other Content Areas		\$	Inn. Area	Program (72% Min)	Prof Dev (3% Max)	
<div style="font-size: 100px; opacity: 0.3; pointer-events: none;">SAMPLE</div>										
	<b>GRAND TOTAL (final page only):</b> (* include the subtotal from the Administrative Costs in the Grand Total)									

*Use additional sheets, if needed.*

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR NAME

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR SIGNATURE

\_\_\_\_\_  
DATE



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

Budget Detail – Amendment – ADMINISTRATIVE COSTS

Consolidated Administrative Costs

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code: IASA-** \_\_\_\_ **-02**

*Note: Employee benefits must be budgeted for all salaried positions in Function/Object Code 200-200 at a rate of 15%.*

FUNCTION & OBJECT CODE	ITEMIZED BUDGET								
	DESCRIPTION/ITEMIZATION	FUNDING SOURCE						JUSTIFICATION CODE  GOAL/OBJECTIVE/ ACTIVITIES	
		TITLE I (5% MAX)	TITLE II (5% MAX)		TITLE IV (5% MAX)	TITLE VI (5% MAX)			CSR (3% MAX)
			Math and Science	Other Content Areas		\$	Inn. Area		
	SUBTOTAL Administrative Costs:								

*Use additional sheets, if needed.*

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR NAME

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR SIGNATURE

\_\_\_\_\_  
DATE

## E. FINAL REPORT/ CARRY-OVER APPLICATION

The final report is used to do the following:

- report the expenditures for the approved FY 2001 carry-over (Carry-Over Final Report);
- report the expenditures for the FY 2002 IASA Consolidated Grant (Final Report); and
- apply to carry over unexpended FY 2002 funds into FY 2003 (Carry-Over Application).

*\* All the necessary forms for completion of the IASA Final Report/Carry-Over Application may be obtained from the NJDOE web site.*

**Final Report for FY 2001 Carry-Over:** Expended funds carried over from FY 2001 into the FY 2002 project period must also be reported using the Carry-Over Final Report. The status report (page 2 of the final report) should describe only the funded carry-over activities. Any unneeded funds that were transferred to another Title become funds of that Title and are subject to all the requirements of that Title. However, transferred "unneeded" funds should be accounted for in the final report in the *original Title*. **Note: The carry-over final report for FY 2001 must be done separately for CSR and for the IASA Consolidated Titles since they were applied for separately in FY 2001. Individual application forms for FY 2001 carry-over final reports will be available on the NJDOE web site. Select Grants; select Entitlement Grants; select either Class-Size Reduction or Improving America's Schools Act; select FY 2001 Carry-Over Final Report.**

**FY 2002 Final Report:** Each Final Report/Carry-Over Application must provide the budget expenditures, equipment purchases, activities completed and results obtained. LEAs must report accomplishments relative to the measurable objectives and benchmarks established in the Program Plan. At this point, LEAs should assess the effectiveness of the elements of the IASA plan and prepare to revise the plan accordingly for the subsequent fiscal year. If carry-over funds are requested, the reasons describing why funds were not expended must be reported, and the carry-over portion of the document must be completed.

Expended funds are those spent during the project period (September 1, 2001 – August 31, 2002). June 30 audited amounts and any funds expended during July and August should be reported.

**CSR:** This program requires the submission of an Annual CSR Report.

- The Annual Report must be made available to the parents, local newspaper and presented at a board meeting.
- The Annual Report should provide the number of fully qualified teachers hired; grades assigned; impact on class size; progress towards increasing the percentage of classes in core academic areas taught by fully qualified teachers; professional development description (number of participants, including staff from private schools and grades taught); and academic (pre- and post-testing) and nonacademic information (attendance, discipline, promotion trends, instruction time, student/teacher relationship, socialization, teacher retention/job satisfaction).

- **Note:** As a result of an audit, if it is determined that a GAAP coding error occurred, the Final Report should be submitted reflecting the corrected coding of expenditures, along with a copy of the auditor's expenditure coding comment to support the propriety of the reclassification.
- The expended indirect costs should be in proportion to the expended amount by Title and in accordance with the approved rate calculation.

**Carry-Over Application:** In accordance with the Tydings Amendment, these funds remain available for continued use during the next project period. The LEA must obtain written approval from the NJDOE for the carry-over budgeted expenditures. LEAs requesting approval to carry over FY 2002 funds must complete and submit a board-approved Carry-Over Application at the end of the grant year, prior to the expenditure of funds, in order to continue to expend funds in FY 2003. Carry-over balances can be reallocated. However, funds must be expended for approved FY 2003 activities in accordance with the program guidelines that are in effect during the carry-over period. **Administrative costs cannot exceed 5.0 percent (Titles I, II, IV and VI) and 3.0 percent (CSR) of the total of the prior approved grant and the carry-over amounts.** Any unexpended funds that were allocated to private schools and Title I N/D facilities and are requested for carry-over must be utilized for the benefit of these students during the carry-over period. Projects supported by using carry-over funds are subject to the regulations and guidelines in effect during the carry-over period (September 1, 2002-August 31, 2003) as per EDGAR §76.710. If the LEA funds activities that are not approved in the Carry-Over Application, the LEA is responsible for the costs incurred.

Funds expended in FY 2002 are to be reported on the FY 2002 Final Report/Carry-Over Application to be submitted to the county office of education December 14, 2002.

- Not more than 15 percent of Title I funds allocated, *in excess of \$50,000*, to an LEA for FY 2002 may remain available for obligation in FY 2003 unless the NJDOE approves a waiver request in accordance with IASA §1127. An LEA may only request this type of waiver once every three years. The LEA must submit a written request specifying that such a request is reasonable and necessary.
- Not more than 25 percent of the Title IV funds allocated to an LEA for FY 2002 may remain available for obligation in FY 2003 unless the NJDOE approves a request in accordance with IASA §4113(f).

### **Unneeded Program Funds**

In accordance with IASA §14206 (a), an LEA may choose to use up to 5 percent of unneeded funds from a "covered program" for purposes authorized under another covered program. *Although an LEA may not transfer unneeded funds from Title I, Part A to another program, the LEA may use unneeded funds from other covered programs in its Title I, Part A program.* The request for this change should be made on the Carry-Over Application. The Title Page of the application (Item 11) should clearly indicate the reason why funds were not expended as approved and describe the transfer of funds among programs. The budgeted amounts should be indicated on the budget detail form, with justification codes referring to the activity being funded.

### **Frequently Asked Question(s)**

**Q. What are the LEA's responsibilities regarding the CSR Annual Report?**

**A:** The USDOE requires that NJDOE evaluate the effectiveness of CSR activities on student achievement. Therefore, all LEAs receiving CSR funds must provide to the NJDOE an Annual Report at the end of the project period. The CSR Annual Report must be made available to parents and the general public. The LEA's Annual Report should include clear information regarding how student achievement has been affected by hiring additional highly qualified teachers and reducing class size using CSR funds. The CSR Annual Report is separate from the LEA's School Report Card.

The LEA should provide a comparison of how performance was measured before and after class size was reduced using CSR funds. LEAs may also use nonacademic information in this Annual Report.

Some additional information that LEAs may want to include in the Annual Report are as follows:

- How class size was reduced;
- The number of teachers hired;
- Grades to which new teachers were assigned; and
- Class size before and after the hiring of additional teachers.

If the LEA provided professional development using CSR funds, the LEA should also include additional information about the following:

- Programs provided to bring teachers to full certification;
- The participants in the training;
- Participating staff from private nonprofit schools within the LEA's district; and
- Numbers of teachers involved and grades taught.



## **Reminder**

***FY 2001 Carry-Over Final Reports must be completed separately for IASA and CSR since they were separate applications in FY 2001.***

***Please access the NJDOE web site at [www.state.nj.us/education](http://www.state.nj.us/education) for FY 2001 carry-over final report forms.***



## DIRECTIONS FOR COMPLETING FY 2002 FINAL REPORT/CARRY-OVER APPLICATION

The following pages must be submitted for the **Final Report**:

- Title Page
- Status Report
- CSR Annual Report
- Budget Summary- report actual expenditures incurred during the project period.
- Budget Detail - report actual expenditures incurred during the project period.
- Budget Detail/Administrative Cost - report administrative expenditures incurred – *if applicable*
- Federal Equipment Inventory - complete if equipment was purchased.

The following ***additional*** pages must be submitted **if requesting to carry over funds**:

- Budget Summary (Carry-Over Application) - report proposed expenditures to be incurred during the next project period.
- Budget Detail (Carry-Over Application) - indicate proposed expenditures to be incurred during the next project period. Reference the Program Plan codes from the approved application, describing activities to be supported through carry-over funds in the “Justification Codes” column.
- Budget Detail/Administrative Costs (Carry-Over Application) - indicate proposed expenditures, *if applicable*
- Program Plan - complete new Program Plan pages *only* if the carry-over funds will be used to support activities not described in an approved application or a subsequently approved amendment.

***NOTE: Verify that all budgetary constraints are met:***

- No more than 5.0 percent of Titles I, II, IV and VI funds, and no more than 3.0 percent of CSR funds may be used for administrative costs. The administrative expenditures plus the proposed administrative carry-over may not exceed 5.0 percent per Title and 3.0 percent for CSR.
- For LEAs awarded \$50,000 or more in Title I, the carry-over may not exceed 15% of the amount without a waiver within a three-year time period.
- Title IV funds cannot exceed 25% of the approved Title IV amount without an acceptable explanation.

<b><i>FINAL REPORT TITLE PAGE</i></b>
---------------------------------------

- Check appropriate box to indicate if LEA is an individual applicant or a consortium applicant.
  - Check type of report submitted (Final Report for FY 2002 and/or Carry-Over Application for FY 2002). Check both boxes if LEA is requesting to carry over funds into the next project period.
  - Complete project code with LEA’s four-digit district code.
- Items 1-4. Complete all identifying information.
- Item 5. Enter the award amount for each Title from the LEA’s originally approved application Title Page (item 7e).

- Item 6. Enter the amount expended for each Title during the project period (9/1/2001 - 8/31/2002).
- Item 7. Subtract the amount in item 6 from the amount in item 5 and enter the difference.
- Item 8. Enter the unexpended balance amounts from item 7 if applying to carry forward funds into the next project period.
- Item 9. Subtract item 8 from item 7 and enter the amount to be returned to NJDOE. Enclose a check for the indicated amount payable to ***Treasurer, State of New Jersey***, and submit with a copy of the first page of the report to:
- Department of Education  
Office of Budget and Accounting  
Revenue and Grant Services  
PO Box 500  
Trenton, NJ 08625-0500**
- Item 10. Total each column.
- Item 11. Provide a brief, but specific, description why all funds were not expended/obligated within the project period. **This must be completed if funds are indicated in item 7 or item 8.**
- Item 12. Signature of Board Secretary and Board Approval date (if requesting to carry over funds). Submit a copy of the board resolution if the Carry-Over Application is submitted prior to the board approval date.
- Item 13. Signature of Chief School Administrator and date.
- Item 14. If requesting to carry over funds, consortium applicants must check box to confirm that all participating districts agree with the Carry-Over Application.

<b><i>FINAL REPORT STATUS REPORT</i></b>
--

➤ Complete identifying information including project code with LEA's four-digit district code.

**Goal/Objective/Activity Code:** Indicate the codes from the originally approved application or subsequently approved amendment(s).

**Status of Objectives Based on Evaluation Plan Results:** Describe the LEA's progress toward meeting all of the *measurable objectives and performance standards* described in the approved application or subsequently approved amendment(s). Briefly describe the activities completed and the results obtained during the project period. Specific reference should be made to the elements outlined in the approved evaluation plan.

**CSR Annual Report:** Attach a copy of the "Annual Report" that is distributed to the public.

In the CSR Application, the LEA described its plan to produce an Annual Report to parents, the general public and the NJDOE. In the Annual Report the LEA was to provide the following information: the number of fully qualified teachers hired, grades assigned, impact on class size, progress towards increasing the percentage of classes in core academic areas taught by fully qualified teachers, professional development description (number of participants, including staff from private schools and grades taught) and academic (pre-and post-testing) and nonacademic information (attendance, discipline, promotion trends, instruction time, student/teacher relationship, socialization, teacher retention/job satisfaction).

### ***BUDGET SUMMARY – FINAL REPORT – EXPENDITURES***

- Complete the identifying information including project code with LEA's four-digit district code.
- By expenditure category, indicate the amounts *expended* during the project period. Enter subtotals and total amounts. *Round off to the nearest dollar.*
  - ◆ Equipment (items costing \$2000.00 or more) listed under 400-731 and 400-732 must be itemized on the Federal Equipment Inventory page.
- Title II LEA Match: Enter the amount expended. This amount must equal 50% of the public school amount expended in the Title II Federal column. Title II match may only be used for Title II allowable expenditures.
  - ◆ Check the box on the bottom of the page if Title VI funds were used for the Title II match.
- The Grand Total for all expenditures must equal the expended amount entered on the Title Page, Page 1, item 6.
- The dated signature of the LEA Business Administrator is required.

### ***BUDGET DETAIL – FINAL REPORT – EXPENDITURES***

- Complete the identifying information including project code with LEA's four-digit district code.
- Provide detail to match entries on the Budget Summary page. Include the expenditure categories for the activities supported by the project, the function/object codes, a description of the expenditure, and the amount expended. *Round off to the nearest dollar.*
- Where salary is allocated for TPAF employees, **ensure the minimum percentage for TPAF/FICA has been expended/obligated for 200-200.**
- The totals for each GAAP code must match the totals listed on the Budget Summary – Expenditures.
- The Grand Total must equal the amount listed on the Title Page, item 6 and the Grand Total on the Budget Summary – Expenditures page.
- The dated signature of the LEA Business Administrator is required.

### ***BUDGET DETAIL – FINAL REPORT – ADMINISTRATIVE EXPENDITURES***

- Follow the same directions as the Budget Detail – Final Report – Expenditures page. Show only Administrative Costs incurred. Administrative costs must be listed on this page.
- Note: Administrative costs expended plus any proposed administrative carry-over must not exceed 5.0 percent of the original approved award for Titles I, II, IV and VI and 3.0 percent of the original approved award for CSR.
- The dated signature of the LEA Business Administrator is required.

### ***FINAL REPORT – FEDERAL EQUIPMENT INVENTORY***

- Complete identifying information including project code with LEA's four-digit district code.
- All columns must be completed for each piece of equipment costing \$2000 or more purchased with federal program funds covered by this application.
- The total of the unit acquisition costs listed must equal the equipment costs listed on Budget Summary and Budget Detail, expenditure categories 400-731 and 400-732.
- If the equipment does not have a serial number, an identification number must be assigned.
- For items partially funded, indicate the total unit acquisition cost, the IASA/CSR cost by each Title and the percentage of IASA/CSR funds utilized by Title.
- The dated signature of the LEA Business Administrator is required.

## **CARRY-OVER APPLICATION**

- Use whole dollars if expenditure funds were rounded off to the nearest dollar.

### ***BUDGET SUMMARY – CARRY-OVER APPLICATION***

- Complete the identifying information including project code with LEA's four-digit district code.
- By expenditure category, indicate the amounts budgeted for carry-over. Enter subtotals and total amounts.
- The Grand Total for all expenditures must equal the Proposed Carry-Over amount entered on the Title Page, Page 1, item 8.
- The dated signature of the LEA Business Administrator is required.

### ***BUDGET DETAIL – CARRY-OVER APPLICATION***

- Complete the identifying information including project code with LEA's four-digit district code.
- Provide detail to match entries on the Budget Summary Carry-Over Application. Include the expenditure categories for the activities supported by the project, the function/object codes, a description of the expenditure, and the amount proposed.
- Where salary is allocated for TPAF employees, **ensure the appropriate TPAF/FICA has been budgeted for 200-200.**
- The totals for each GAAP code must match the totals listed on the Budget Summary – Carry-Over Application, Page 7.
- Justification Column: Enter the codes from the approved Program Plan that support the proposed activities.
- The Grand Total must equal the amount listed on the Title Page, item 8 and the Grand Total on the Budget Summary – Carry-Over Application, Page 7.
- The dated signature of the LEA Business Administrator is required.

### ***BUDGET DETAIL – ADMINISTRATIVE COSTS – CARRY-OVER APPLICATION***

- Follow the same directions as the Budget Detail – Carry-Over Application. Show only proposed Administrative Costs. Administrative costs must be listed on this page.
- Note: Administrative costs expended plus any proposed administrative carry-over must not exceed 5.0 percent of the original approved award for Titles I, II, IV and VI, and 3.0 percent of the original approved award for CSR.
- The dated signature of the LEA Business Administrator is required.



**New Jersey Department of Education**  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

SUBMIT THIS  
APPLICATION TO  
COUNTY OFFICE OF  
EDUCATION ONLY

**Date Received by  
County Office:**

**FY 2002 Final Report/Carry-Over Application**  
**Title Page**

<b>Individual LEA Applicant</b>	<b>Consortium Applicant</b>
<b>Final Report</b> for FY 2002 Consolidated Application <b>Carry-Over Application</b> for FY 2002	<b>Project Code:</b> IASA _ _ _ - 02 <b>Project Period:</b> 9/1/2001 to 8/31/2002

<b>1. LEA:</b>	<b>2. County:</b>
<b>3. Project Director:</b>	<b>3a. Tel. #:</b> (    ) <b>3b. FAX #:</b> (    ) Email:

**4. Address:**

Programs	5. Approved Amount	6. Expended Amount	7. Unexpended Balance	8. Proposed Carry-Over (FY 2002 funds only)	9. Amount Being Returned to NJDOE
TITLE I	\$	\$	\$	\$	\$
TITLE II	\$	\$	\$	\$	\$
TITLE IV	\$	\$	\$	\$	\$
TITLE VI	\$	\$	\$	\$	\$
Class-Size Reduction	\$	\$	\$	\$	\$
<b>10. Totals:</b>	\$	\$	\$	\$	\$

**FOR CARRY-OVER FUNDS ONLY**

**11. Reason Funds Were Not Expended During the Project Period:** (Attach additional sheets if necessary.)

**12. Board Secretary/Business Administrator (Signature):** \_\_\_\_\_ **Board Approval Date (carry-over only):** \_\_\_\_\_

**13. Approved by Chief School Administrator (Signature)** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ONLY FOR USE BY CONSORTIUM APPLICANTS APPLYING FOR CARRY-OVER**

**14. As the applicant agency for the consortium, I certify that all participating LEAs are in agreement with the Carry-Over Application.**  
**COUNTY/SEA USE ONLY FOR FINAL REPORT APPROVAL AND/OR CARRY-OVER APPLICATION APPROVAL**

County Office	Approved	Denied	ES Signature:	Date
:			BA Signature:	Date:

OGMD	Approved	Denied	Signature:	Date:
------	----------	--------	------------	-------

**COPY DISTRIBUTION:** \_\_\_\_\_ County Office \_\_\_\_\_ Chief School Administrator



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**

**FY 2002 Final Report  
 Status Report**

LEA: \_\_\_\_\_

COUNTY: \_\_\_\_\_

PROJECT CODE: IASA \_\_\_\_ - 02  
 Project Period 9/1/2001 to 8/31/2002

GOAL/OBJECTIVE/ ACTIVITY CODE	STATUS OF OBJECTIVES AND ACTIVITIES BASED ON EVALUATION PLAN RESULTS
	<p style="text-align: center; font-size: 48pt; color: gray;">S A M P L E</p>

*Use additional sheets, if needed*





New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**

SUBMIT THIS  
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**FY 2002 Final Report**  
**Budget Summary - Expenditures**

LEA: \_\_\_\_\_ COUNTY: \_\_\_\_\_ PROJECT CODE: IASA \_\_\_\_ - 02

EXPENDITURE CATEGORY	FUNC. & OBJECT CODES	FUNDING SOURCES					
		TITLE I	TITLE II		TITLE IV	TITLE VI	CSR
			FEDERAL	LEA MATCH			
INSTRUCTION							
Personal Services - Salaries	100-100						
Purchased Prof. & Tech. Services	100-300						
Other Purchased Services	100-500						
General Supplies	100-600						
Other Objects	100-800						
SUBTOTAL INSTRUCTION							
SUPPORT SERVICES							
Personal Services - Salaries	200-100						
Personal Services-Employee Benefits	200-200						
Purchased Prof. & Tech Services	200-300						
<i>Purchased Prof. - Ed. Serv.</i>	200-320						
Purchased Property Services	200-400						
Other Purchased Services	200-500						
<i>Travel</i>	200-580						
Supplies and Materials	200-600						
Other Objects	200-800						
<i>Indirect Costs</i>	200-860						
SUBTOTAL-SUPPORT SERVICES							
FAC ACQ & CONSTRUCTION							
SRV - Buildings	400-720						
Instructional Equipment	400-731						
Noninstructional Equipment	400-732						
SUBTOTAL-FACILITIES ACQ. & CONSTRUCTION SERVICES							
Schoolwide Programs: Abbott	520-930						
Schoolwide Programs: Non-Abbott	520-932						
TOTAL PROJECT EXPENDITURES							

SAMPLE

LEA BUSINESS ADMINISTRATOR NAME

LEA BUSINESS ADMINISTRATOR SIGNATURE

DATE

[ ] Check here if using Title VI funds for Title II match



**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code: IASA** \_\_\_\_-02

FUNCTION & OBJECT CODE	ITEMIZED BUDGET								
	DESCRIPTION/ITEMIZATION	FUNDING SOURCE							
		TITLE I	TITLE II		TITLE IV	TITLE VI		CSR	
			Math and Science	Other Content Areas		\$	Inn. Area	Program (72% Min)	Prof Dev (25% Max)
	GRAND TOTAL (final page only): (* include the subtotal from the Administrative Costs in the Grand Total)								

DATE \_\_\_\_\_



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**

**FY 2002 Final Report**  
**Budget Detail – ADMINISTRATIVE Expenditures**

Consolidated  
Administrative Costs

**LEA:** \_\_\_\_\_ **County:** \_\_\_\_\_ **Project Code** \_\_\_\_ -02

*Note: Employee benefits must be budgeted for all salaried positions in Function/Object Code 200-200.*

<b>FUNCTION &amp; OBJECT CODE</b>	<b>ITEMIZED BUDGET</b>							
	<b>DESCRIPTION/ITEMIZATION</b>	<b>FUNDING SOURCE</b>						
		<b>TITLE I (5% Max)</b>	<b>TITLE II (5% Max)</b>		<b>TITLE IV (5% Max)</b>	<b>TITLE VI (5% Max)</b>		<b>CSR (3% Max)</b>
			<b>Math and Science</b>	<b>Other Content Areas</b>		<b>\$</b>	<b>Inn. Area</b>	
	<b>S A M P L E</b>							
	<b>SUBTOTAL Administrative Costs:</b>							

*Use additional sheets, if needed.*

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR NAME

\_\_\_\_\_  
LEA BUSINESS ADMINISTRATOR SIGNATURE

\_\_\_\_\_  
DATE



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**

**FY 2002 Final Report**  
**Federal Equipment Inventory**

**LEA:** \_\_\_\_\_

**COUNTY:** \_\_\_\_\_

**PROJECT CODE: IASA** \_\_\_\_ - **02**

**Project Period 9/1/2001 to 8/31/2002**

**Equipment: items costing \$500 or more**

Acquisition Date	Description (Name, Type, Size)	Manufacturer/ Model	Serial/Inventory Number	Unit Acquisition Cost	IASA/CSR Cost by Title	% of IASA/CSR Cost by Title	Location in LEA
<div>SAMPLE</div>							

\_\_\_\_\_  
 LEA BUSINESS ADMINISTRATOR NAME

\_\_\_\_\_  
 LEA BUSINESS ADMINISTRATOR SIGNATURE

\_\_\_\_\_  
 DATE



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**

**FY 2002 Final Report/Carry-Over Application**  
**Budget Summary - Carry-Over**

SUBMIT THIS  
 APPLICATION TO  
 COUNTY OFFICE OF  
 EDUCATION ONLY

Carry-Over Project Period:  
 9/1/2002 - 8/31/2003

LEA: \_\_\_\_\_ COUNTY: \_\_\_\_\_ PROJECT CODE: IASA \_\_\_\_ - 02

EXPENDITURE CATEGORY	FUNC. & OBJECT CODES	FUNDING SOURCES					
		TITLE I	TITLE II		TITLE IV	TITLE VI	CSR
			FEDERAL	LEA MATCH			
INSTRUCTION							
Personal Services - Salaries	100-100						
Purchased Prof. & Tech. Services	100-300						
Other Purchased Services	100-500						
General Supplies	100-600						
Other Objects	100-800						
SUBTOTAL INSTRUCTION							
SUPPORT SERVICES							
Personal Services - Salaries	200-100						
Personal Services-Employee Benefits	200-200						
Purchased Prof. & Tech Services	200-300						
<i>Purchased Prof. - Ed. Serv.</i>	200-320						
Purchased Property Services	200-400						
Other Purchased Services	200-500						
<i>Travel</i>	200-580						
Supplies and Materials	200-600						
Other Objects	200-800						
<i>Indirect Costs</i>	200-860						
SUBTOTAL-SUPPORT SERVICES							
FAC ACQ & CONSTRUCTION							
SRV - Buildings	400-720						
Instructional Equipment	400-731						
Noninstructional Equipment	400-732						
SUBTOTAL-FACILITIES ACQ. & CONSTRUCTION SERVICES							
Schoolwide Programs: Abbott	520-930						
Schoolwide Programs: Non-Abbott	520-932						
TOTAL PROJECT EXPENDITURES							

SAMPLE

LEA BUSINESS ADMINISTRATOR NAME

LEA BUSINESS ADMINISTRATOR SIGNATURE

DATE

[ ] Check here if using Title VI funds for Title II match

New Jersey Department of Education  
Improving America's Schools Act (IASA)  
LEA Consolidated Formula Subgrant Application





## **X. APPENDICES**

- A. Stevens Amendment
- B. USDOE General Education Provisions Act - Section 427
- C. Acronyms, Abbreviations and Definitions
- D. Summary of Authorized Activities By Title
- E. Title I Programs: Schoolwide Programs and List of Federal Programs that Can Be Combined, Targeted Assistance Programs and Public School Choice
- F. LEA Allocation Refusal
- G. Private School Participation Summary
- H. Private School Participation Letter
- I. Private School Participation Refusal
- J. Sample Private School Survey Letter and Survey  
(Title I only)
- K. Indirect Costs
- L. Quick Reference of Commonly Requested Costs (GAAP Code Examples
- M. Resources for Further Information



## **STEVENS AMENDMENT**

Section 8136 of the Department of Defense Appropriations Act  
(P.L. 100-463) states:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

## Department of Education's General Education Provisions Act

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

#### ***To Whom Does This Provision Apply?***

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State. The State is responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.

#### ***What Does This Provision Require?***

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to

achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

***What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?***

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## **ACRONYMS, ABBREVIATIONS AND DEFINITIONS**

### **ACRONYMS/ABBREVIATIONS**

ATOD	Alcohol, Tobacco and Other Drugs
CSR	Class-Size Reduction Program
EDGAR	Education Department General Administrative Regulations
ESEA	Elementary and Secondary Education Act
GEPA	General Education Provisions Act
IASA	Improving America's Schools Act
IHE	Institution of Higher Education
LEA	Local Education Agency
NJAC.	New Jersey Administrative Code
NJDOE	New Jersey Department of Education
NJSA	New Jersey Statutes Annotated
OGMD	Office of Grants Management and Development
SEA	State Education Agency
Title I	Titled "Helping Disadvantaged Children Meet High Standards" in IASA
Title II	Titled "Dwight D. Eisenhower Professional Development Program" in IASA
Title IV	Titled "Safe and Drug-Free Schools and Communities" in IASA
Title VI	Titled "Innovative Education Program Strategies" in IASA
USDOE	United States Department of Education

### **DEFINITIONS**

**Amendment** - a change made to the budget or scope of an approved application for which the LEA has received a Notification of Award.

**Administrative Personnel** - individuals providing other than direct services to children, such as directors, supervisors, coordinators, and clerical staff (see Section VIII - 65-66).

**Carry-Over** - IASA funds which are not obligated by the recipient by the end of the project period for which the funds were awarded. The LEA may apply to the NJDOE to utilize these funds in the next project period (see Section IX - 9-10).

**Capital Expenses (Title I only)** - costs for noninstructional goods and services incurred by LEAs in the delivery of Title I services to eligible private school students as a result of the continuation of compliance with the requirements of the U.S. Supreme Court *Aguilar v. Felton* decision as overruled in *Agostini v. Felton*. The expenditure categories include: (1) the purchase, lease or renovation of real and personal property including mobile educational units and leasing neutral sites or spaces; (2) insurance and maintenance costs; (3) transportation; and (4) other comparable goods and services including noninstructional computer technicians.

**Chart of Accounts** - the Uniform Minimum Chart of Accounts (Handbook 2R2) for New Jersey Public Schools that provides a description of the account classifications (dimensions) comprising the coding of accounts for New Jersey school financial operations.

**Community-Based Organization** - a private nonprofit organization which is representative of a community or significant segments of a community and which provides educational or related services to individuals in the community.

**Consortium Consolidated Formula Subgrant Application** - a joint Consolidated Application submitted by a lead LEA in which two or more eligible LEAs combine their allocations to provide comprehensive services.

**Covered Programs** - each of the formula programs authorized by Part A of Title I; Part D of Title I; Part B of Title II; Part A of Title IV; Title VI, and CSR.

**Fiscal Year 2002** - refers to the 2001-2002 School Year.

**Formula Subgrant** - an award made to an LEA for a program whose authorizing statute or implementing regulations provide a formula for allocating program funds.

**Indirect Costs** - expenses incurred by the LEA for services provided to the IASA project which are not directly identifiable with a federal program such as bookkeeping, accounting, purchasing, personnel, and utilities.

**Indirect Cost Rate** - a rate which LEAs are eligible to claim for indirect costs based on an annually approved individually calculated rate.

**Instructional Equipment** - equipment for use by children and instructional staff for direct instruction. Tangible personal property (excluding computer software and kits), exclusive of real property, having a useful life of more than one year and an acquisition cost of **\$2000** or more per unit including shipping and handling and/or installation.

**Instructional Supplies** - materials used to provide direct services to children with a unit price of less than **\$2000**; however, all instructional computer software and kits regardless of cost are considered "instructional supplies."

**LEA Consolidated Formula Subgrant Application** - a Consolidated Application submitted by one LEA pursuant to IASA §14305 for more than one federal program that demonstrates cross-program coordination, planning, and service delivery and integration of IASA programs with educational activities funded through state and local resources.

**Local Education Agency** - a public board of education or other public authority legally constituted with a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, township, school district or other political subdivision of the state.

**Noninstructional Equipment** - equipment used to provide other than direct services to children. Tangible personal property (excluding computer software and kits), exclusive of real property, having a useful life of more than one year and an acquisition cost of **\$2000** or more per unit including shipping and handling and/or installation charges.

**Noninstructional Supplies** - materials used to provide other than direct services to children with a unit price of less than **\$2000**, such as noninstructional reference books, assessment tools, computer software, kits and/or other administrative supplies.

**Nonoperating Districts** - local school districts that have no schools but have one or more children residing within their jurisdiction.

**Nonsupplanting** - the use of funds provided under the IASA to supplement the level of state and local funds expended by the LEA for the education of children that will in no case replace those state and local funds on an aggregate basis.

**Project Period** - the time period during which programs may be conducted and obligations may be authorized. The project period for the FY 2002 IASA Consolidated Application is September 1, 2001 to August 31, 2002.

**Private Schools** - nonprofit institutional day or residential schools which provide preschool, elementary or secondary education as determined under state law for students **placed by their parents or legal guardians** and which are controlled by other than public authority. The definition includes sectarian and nonsectarian schools.

**Pupil Services Personnel** - includes school counselors, school social workers, school psychologists, substance awareness coordinators or other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs.

**Revisions** - changes to an application requested by the NJDOE during the application review to ensure an approvable application. The changes are required prior to issuance of a Notification of Award.

**School-aged Population** - the population of children, ages 5 through 17, as determined by the Secretary of Education on the basis of the most recent satisfactory data available from the Department of Commerce.

**Schoolwide Program** - a program in which **Title I** funds are used to upgrade the entire educational program of a high-poverty school and in which Title I funds may be combined with funds from other federal, state and local sources. (see Appendix E for more information)

**Strategic Plan for Systemic Improvement of Education in New Jersey** - a document adopted by the State Board of Education on June 7, 1995 and revised in November, 1999. It identifies goals and strategies for improving student achievement in New Jersey's schools. It describes a framework for defining and measuring the results sought and proposes major changes in state education policy designed to better enable educators to help students reach achievement goals. Copies may be obtained from the Office of Public Communication, (609) 292-4041.

**Tydings Amendment** - Section 412(B) of the General Education Provisions Act, 20 *U.S.C.* 1225(B), which authorizes any funds that are not obligated at the end of the federal funding period to remain available for obligation for an additional period of 12 months.

## **AUTHORIZED ACTIVITIES FOR TITLE I**

Title I funds may only be used to pay for authorized activities to meet the special needs of educationally deprived children in participating schools. These funds should be used to: (1) enable schools to provide opportunities for children to acquire the knowledge and skills contained in the Core Curriculum Content Standards and to meet the challenging state performance standards developed for all children and (2) provide children with an enriched and accelerated educational program, including, when appropriate, the use of the arts, through Schoolwide Programs or through additional services that increase the amount and quality of instructional time. If Title I funds are used for a targeted assistance program, funded activities should use effective instructional strategies that: (1) give primary consideration to providing extended learning time such as an extended school year, before- and after-school programs, and summer programs and opportunities; (2) help provide an accelerated, high-quality curriculum, including applied learning; and (3) minimize removing children from the regular classroom during regular school hours for Title I instruction.

Authorized activities include the following:

1. Acquisition of equipment and instructional materials. An LEA must determine that (a) the equipment is needed to effectively operate its existing program, (b) existing equipment it already has will not be sufficient, and (c) the costs are reasonable;
2. Preschool programs for children, particularly children participating in a Head Start or Even Start program;
3. Acquisition of books and school library resources;
4. Employment of special instructional personnel, school counselors, and other pupil services personnel;
5. Employment and training of education aides;
6. Training and professional development of teachers, paraprofessionals, librarians, other instructional and pupil services personnel, and, as appropriate, early childhood education professionals. The cost of training personnel not paid with Title I funds is an allowable charge if the training is specifically related to the Title I program designed to meet the specific educational needs of participating educationally deprived children, and is not designed to meet the general needs of the LEA, an entire school, or children in a school or class;
7. Construction, if necessary, of school facilities. The LEA must demonstrate that the proposed construction is essential to the success of the Title I project, that it has made every effort to consider other funds to pay for the construction, and that there is no alternative space that meets the needs of the project;
8. Parental involvement activities;
9. Planning for and evaluation of Title I projects; and
10. Other allowable activities that would promote statewide reform and ensure access of children from the earliest grades to effective instructional strategies and challenging academic content that includes intensive complex thinking and problem-solving experiences.



The law prohibits the use of Title I funds vs. general aid to benefit an entire school district or, except in Schoolwide Programs, all children in a school, grade, or class. In Schoolwide Programs, Title I funds may be used to upgrade the entire educational program of the school. In Targeted Assistance schools, an LEA may use Title I funds only for projects that are designed and implemented to meet the special educational needs of children who are properly identified and selected for participation in the program, and that are included in the LEA's application that has been approved by the SEA.

**Title I Neglected and Delinquent Programs** (IASA §1424)

Funds provided to LEAs may be used, where appropriate, for the following:

- dropout prevention programs which serve youth at educational risk, including pregnant or parenting teens, youth who have come in contact with the juvenile justice system, youth at least one year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency and gang members;
- the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care and drug and alcohol counseling, will improve the likelihood that such individuals will complete their education; and
- programs to meet the unique education needs of youth at risk of dropping out of school, which may include vocational education, special education, career counseling, and assistance in securing student loans or grants.

## **AUTHORIZED ACTIVITIES FOR TITLE II (EISENHOWER)**

Professional development activities should: (A) be tied to the Core Curriculum Content Standards and challenging state or local performance standards; (B) take into account recent research on teaching and learning; (C) provide professional development which incorporates effective strategies, techniques, methods, and practices for meeting the educational needs of diverse groups of students, including girls and women, minorities, individuals with disabilities, limited English proficient individuals, and economically disadvantaged individuals; (D) include strong academic content and pedagogical components; and (E) be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

### Types of Authorized Activities:

1. Professional development to support teaching consistent with the Core Curriculum Content Standards and challenging state or local student performance standards.
2. Professional development in the core academic subjects.
3. Follow-up activities for teachers designed to ensure that the knowledge and skills learned are implemented in the classroom.
4. Partnerships (LEAs, schools, consortia, IHEs) which encourage teachers to participate in intensive ongoing professional development programs at IHEs and for preservice teachers to have direct, practical experience at schools.
5. Establishment and maintenance of local professional networks that provide a forum for interaction.
6. Activities designed to increase the numbers of members of underrepresented groups who are teaching in core academic subjects, and to increase the numbers of women and other underrepresented groups who are science and mathematics teachers through career ladder programs.
7. Preparing teachers in the effective use of educational technology and assistive technology.
8. Providing financial and other incentives for teachers to become certified by professional teacher enhancement programs.
9. Provide the support and time to implement effective collaboration for the instruction of children with disabilities in the core academic subjects.
10. Preparation to work with parents and families on fostering student achievement in core subjects.
11. Professional development for teachers, parents, administrators, and other staff regarding preschool transition programs.
12. Instructional strategies such as integrating academic and vocational learning; interdisciplinary team teaching; career-related learning; and environmental education.
13. Activities designed to increase the number of women and other underrepresented groups in the administration of schools.
14. Release time with pay for teachers.

## **TITLE II EQUIPMENT AND MATERIALS PURCHASE**

An LEA may use Title II funds to purchase computers or other telecommunications equipment as necessary to support the professional development activities of its teachers and other personnel. Given the potential cost of this equipment, it is stressed that when purchasing equipment of this kind, that the LEA follow Education Department General Administrative Regulations (EDGAR) and ensure the following:

- the equipment is necessary to operate the project properly and effectively;
- the existing equipment is not sufficient;
- the costs for purchase of the equipment are reasonable in relationship to the costs of renting; and
- the percent of the cost of the equipment paid with Title II funds is proportional to the percent of time the equipment is used to support the Title II-funded program.

Title II funds may be used to **purchase supplies and materials that are necessary in conducting the training.**

Additional supplies and materials for the sole purpose of implementing the training are not eligible expenditures under Title II.

**AUTHORIZED ACTIVITIES FOR TITLE IV\***  
**(SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT)**

1. Age-appropriate, development-based drug prevention and education programs for all students from the preschool level through grade 12, that address the legal, social, personal and health consequences of the use of illegal drugs, promote a sense of individual responsibility, and provide information about effective techniques for resisting peer pressure to use illegal drugs.
2. Programs of drug prevention, comprehensive health education (only to the extent that such activities are part of a comprehensive ATOD or violence prevention program), early intervention, pupil services, mentoring, or rehabilitation referral which emphasize students' sense of individual responsibility may include the following:
  - a) the dissemination of information about drug prevention;
  - b) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, health service providers and community leaders in prevention, education, early intervention, pupil services or rehabilitation referral; and
  - c) the implementation of strategies, including strategies to integrate the delivery of services from a variety of providers, to combat illegal alcohol, tobacco and drug use, such as:
    - i. family counseling;
    - ii. early intervention activities that prevent family dysfunction, enhance school performance, and boost attachment to school and family; and
    - iii. activities, such as community service and service-learning projects, that are designed to increase students' sense of community.
3. Age-appropriate, development-based violence prevention and education programs for all students, from the preschool level through grade 12, that address the legal, health, personal, and social consequences of violent and disruptive behavior, including sexual harassment and abuse, and victimization associated with prejudice and intolerance. These programs should include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to help resolve conflicts without violence.
4. Violence prevention programs for school-aged youth, which emphasize students' sense of individual responsibility may include the following:
  - a) the dissemination of information about school safety and discipline;
  - b) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, and community leaders in designing and implementing strategies to prevent school violence;
  - c) the implementation of strategies, such as conflict resolution and peer mediation; student outreach efforts against violence; anti-crime youth councils (which work with school and community-based organizations to discuss and develop crime prevention strategies); and mentoring programs, designed to combat school violence and other forms of disruptive behavior, such as sexual harassment and abuse; and

\* The USDOE features 42 programs identified as either exemplary or promising that should be considered for school-based programs that promote healthy students and safe, disciplined, and drug-free schools at: <http://www.ed.gov/offices/OESE/SDFS>.

- d) development and implementation of character education programs, as a component of a comprehensive drug or violence prevention program, that are tailored by communities, parents and schools; and
  - e) comprehensive, community-wide strategies to prevent or reduce illegal gang activities.
5. Supporting 'safe zones of passage' for students between home and school through such measures as Drug and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols.
  6. Acquiring and installing metal detectors and hiring security personnel.
  7. Professional development for teachers and other staff and curricula that promote the awareness of and sensitivity to alternatives to violence through courses of study that include related issues of intolerance and hatred in history.
  8. The promotion of before- and after-school recreational, instructional, cultural, and artistic programs in supervised community settings.
  9. Drug abuse resistance education programs, designed to teach students to recognize and resist pressures to use alcohol or other drugs, which may include activities such as classroom instruction by uniformed law enforcement officers, resistance techniques, resistance to peer pressure and gang pressure, and provision for parental involvement.
  10. The evaluation of any of the authorized activities.

## **AUTHORIZED ACTIVITIES FOR TITLE VI**

All activities must support one of the following innovative assistance areas:

1. Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software.
2. Programs for the acquisition and use of instructional and educational materials, such as library services and materials (including media materials); assessments; reference materials; computer software and hardware for instructional use; and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program.
  - a. Instructional/educational materials and library/media services
  - b. computer software and hardware
  - c. other curricular materials and assessments
3. Promising education reform projects, including effective schools and magnet schools.
4. Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.
5. Programs to combat illiteracy in the student and adult population, including parent illiteracy.
6. Programs to provide for the educational needs of gifted and talented children.
7. School reform activities that are consistent with the Goals 2000: Educate America Act.
8. School improvement programs or activities under sections IASA §1116 and 1117 Title I (assessment and school improvement activities).
9. Other (specify on data collection form) – ie. Schoolwide Programs, Whole School Reform
10. Administration (Direct and Indirect Costs)

## AUTHORIZED ACTIVITIES FOR CLASS-SIZE REDUCTION

1. A minimum of 72% of the funds must be used to recruit, test, hire and train “new” certified classroom teachers.
  - Funds are to be used to reduce class size in grades K-3 (or in other grades or subjects for LEAs that do not serve grades K-3).
  - LEAs that have already reached the ratio of 1:18 in grades K-3 may use funds, if all teachers in grades K-3 are fully certified in the classrooms they teach, for the following:
    - To further reduce class size in these grades or in other grades served by the LEA
    - For activities to improve teacher quality, including professional development.
  - Funds may be used to continue to pay for the salaries of fully certified teachers hired using FY 2000 CSR funds.
2. A maximum of 25% of the funds may be used for the following:
  - Testing of new teachers for academic content knowledge in meeting state certification standards that are consistent with the local education agency's professional development plan
  - Professional development services to all teachers that *must* be offered to private nonprofit schools.

If funds are used for professional development activities, private schools must be provided an opportunity to equitably participate in such activities. The percentage of funds required for private school professional development activities is provided on the allocation notices.
3. A maximum of 3% of the funds may be used for local administrative costs.
4. At the end of the project period, an *Annual Report* must be submitted to the public and to the NJDOE.
  - The *Annual Report* must be made available to the parents, local newspaper and presented at a Board meeting.
  - The *Annual Report* should provide the number of fully qualified teachers hired, grades assigned, impact on class size, progress towards increasing the percentage of classes in core academic areas taught by fully qualified teachers, professional development description (number of participants, including staff from private schools and grades taught) and academic (pre- and post-testing) and nonacademic information (attendance, discipline, promotion trends, instruction time, student/teacher relationship, socialization, teacher retention/job satisfaction).

**Class-Size Reduction Program**  
**P.L. 106-554**

**SEC. 306.** (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education--

(1) shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and

(2) shall allocate the remainder by providing each State the same percentage of that remainder as it received of the funds allocated to States under section 307(a)(2) of the Department of Education Appropriations Act, 1999.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which--

(A) 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and

(B) 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies.

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this

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section is less than the starting salary for a new fully qualified teacher in that agency, who is certified within the State (which may include certification through State or local alternative routes), has a baccalaureate degree, and demonstrates the general knowledge, teaching skills, and subject matter knowledge required to teach in his or her content areas, that agency may use funds under this section to (A) help pay the salary of a full- or part-time teacher hired to reduce class size, which may be in combination with other Federal, State, or local funds; or (B) pay for activities described in subsection

(c)(2)(A)(iii) which may be related to teaching in smaller classes.

(c)(1) The basic purpose and intent of this section is to reduce class size with fully qualified teachers. Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with fully qualified teachers who are certified within the State, including teachers certified through State or local alternative routes, and who demonstrate competency in the areas in which they teach, to improve educational achievement for both regular and special needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

(2)(A) Each such local educational agency may use funds under this section for--



(i) recruiting (including through the use of signing bonuses, and other financial incentives), hiring, and training fully qualified regular and special education teachers (which may include hiring special education teachers to team-teach with regular teachers in classrooms that contain both children with disabilities and non-disabled children) and teachers of special-needs children who are certified within the State, including teachers certified through State or local alternative routes, have a baccalaureate degree and demonstrate the general knowledge, teaching skills, and subject matter knowledge required to teach in their content areas;

(ii) testing new teachers for academic content knowledge and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

(iii) providing professional development (which may include such activities as those described in section 2210 of the Elementary and Secondary Education Act of 1965, opportunities for teachers to attend multi-week institutes, such as those made available during the summer months that provide intensive professional development in partnership with local educational agencies and initiatives that promote retention and mentoring), to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

(B)(i) Except as provided under clause (ii), a local educational agency may use not more than a total of 25 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).

(ii) A local educational agency in which 10 percent or more of teachers in elementary schools, as defined by section 14101(14) of the Elementary and Secondary Education Act of 1965, have not met applicable State and local certification requirements (including certification through State or local alternative routes), or if such requirements have been waived, may use more than 25 percent of the funds it receives under this section for activities described in subparagraph (A)(iii) to help teachers who are not certified by the State become certified, including through State or local alternative routes, or to help teachers affected by class size reduction who lack sufficient content knowledge to teach effectively in the areas they teach to obtain that knowledge, if the local educational agency notifies the State educational agency of the percentage of the funds that it will use for the purpose described in this clause.

(C) A local educational agency that has already reduced class size in the early grades to 18 or less children (or has already reduced class size to a State or local class size reduction goal that was in effect on the day before the enactment of the Department of Education Appropriations Act, 2000, if that State or local educational agency goal is 20 or fewer children) may use funds received under this section--

(i) to make further class size reductions in grades kindergarten through 3;

(ii) to reduce class size in other grades; or

(iii) to carry out activities to improve teacher quality including professional development.

(D) If a local educational agency has already reduced class size in the early grades to 18 or fewer children and intends to use funds provided under this section to carry out professional development activities, including activities to improve teacher quality, then the State shall make the award under subsection (b) to the local educational agency.

(3) Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

(4) No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are not hired under this section. Funds under this section may be used to pay the salary of teachers hired under section 307 of the Department of Education Appropriations Act, 1999, or under section 310 of the Department of Education Appropriations Act, 2000.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

2) Each State and local educational agency receiving funds under this section shall publicly report to parents on its progress in reducing class size, increasing the percentage of classes in core academic areas taught by fully qualified teachers who are certified within the State and demonstrate competency in the content areas in which they teach, and on the impact that hiring additional highly qualified teachers and reducing class size, has had, if any, on increasing student academic achievement.

(3) Each school receiving funds under this section shall provide to parents, upon request, the professional qualifications of their child's teacher.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's program to reduce class size by hiring additional highly qualified teachers.

(h) No funds under this section may be used to pay the salary of any teacher hired with funds under section 307 of the Department of Education Appropriations Act, 1999, unless, by the start of the 2001-2002 school year, the teacher is certified within the State (which may include certification through State or local alternative routes) and demonstrates competency in the subject areas in which he or she teaches.

(i) Not later than 30 days after the date of the enactment of this Act, the Secretary shall provide specific notification to each local educational agency eligible to receive funds under this part regarding the flexibility provided under subsection ©(2)(B)(ii) and the ability to use such funds to carry out activities described in subsection ©(2)(A)(iii).

**TITLE I**  
**SCHOOLWIDE PROGRAMS, TARGETED ASSISTANCE PROGRAMS,**  
**AND PUBLIC SCHOOL CHOICE**

**SCHOOLWIDE PROGRAMS (IASA §1114)**

A Schoolwide Program is one in which Title I, Part A and other federal education program funds and resources are used to upgrade the entire educational program of the school. The purpose is to increase the academic achievement for all students in the school by allowing schools to integrate their programs, strategies and resources. The school must be receiving Title I, Part A funds, and at least 50 percent of the children enrolled in the school or residing in the school attendance area must be from low-income families.

Schoolwide programs may combine Title I, Part A funds with other federal funds in support of the schoolwide program. When federal program funds are combined in a schoolwide program to upgrade the entire educational program in the school, they lose their federal identity. A school that is approved to exercise this authority is exempt from many statutory and regulatory provisions of the programs whose funds and resources it combines as long as it meets the intent and purposes of those programs.

Programmatically, schoolwide programs must meet the “intent and purposes” of the program funds included in the school. These funds have to be used for schoolwide reform strategies that increase the amount and quality of learning time and help provide an enriched and accelerated curriculum for all children, according to a comprehensive plan to meet the state’s high standards.

**Components of a Schoolwide Program**

A Schoolwide Program must contain the following components:

- A comprehensive needs assessment based on state content and performance standards.
- Schoolwide reform strategies based on effective instructional approaches.
- Instruction by highly qualified professional staff.
- Strategies to increase parental involvement.
- Plans for assisting preschool children to make the transition from early childhood programs to local elementary school programs.
- Inclusion of teachers in decisions regarding the appropriate use of assessments to improve the performance of individual students and the overall instructional program (see IASA §1112(b)1).
- Activities to ensure that, during the school year, students who have difficulty meeting performance standards are identified in a timely manner and provided with effective assistance. Parent-teacher conferences and periodic training for teachers in how to identify and deal with such student difficulties may be included in these activities, using Title I funds to the extent the LEA finds feasible.

- School-based professional development activities for teachers, aides, pupil services personnel, parents, principals and other staff must do the following:
  - be tied to challenging state content and performance standards;
  - reflect research on teaching and learning, whenever possible;
  - contribute to continuous improvement in the classroom and the whole school;
  - include methods to teach children with special needs;
  - be developed with extensive participation of teachers; and
  - include gender-equitable education methods, techniques and practices.

### **The Schoolwide Program Plan**

An eligible school that desires to establish a Schoolwide Program must develop, in consultation with the SEA and its school support team or other technical assistance providers, a comprehensive plan for reforming the overall instructional program in the school. This plan must include the following:

- all required components of a Schoolwide Program;
- a description of how Title I and other resources will be used to implement the program;
- a list of other state, federal and locally funded programs that will be included;
- a description of how the school will provide and interpret individual student assessment results for parents;
- a method for collecting achievement and assessment data that are desegregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared with other students, and economically disadvantaged students as compared to those who are not economically disadvantaged;
- statistically sound methods of gathering such data; and
- provisions for the public reporting of statistically sound data.

### **Other Planning Requirements**

- The Schoolwide Program plan must be developed during a one-year period unless the LEA, after considering recommendations of its technical assistance providers, determines that less time is needed to develop and implement the program.
- The plan must be developed with the involvement of the community to be served and the individuals who will carry out the plan, including teachers, principals, other staff, and, where appropriate, pupil services personnel and parents. If the plan is for a secondary school, it is recommended that students from the school be included in the planning process.
- The plan must remain in effect for the duration of the school's participation in the Title I schoolwide program. Periodically, the plan should be reviewed by the school and, if necessary, revised.

- The plan must be made available to the LEA, parents and the public, and the information contained in such plan will be translated, to the extent feasible, into any language that a significant percentage of the parents of children in the school speak as their primary language.
- Where appropriate, the plan should be developed in coordination with programs under the School-to-Work Opportunities Act of 1994, the Carl S. Perkins Vocational and applied Technology Education Act, and National and Community Services Act of 1990.

### **Accountability and Exemptions**

Schoolwide Programs are subject to the school improvement provisions of IASA §1116. The U.S. Secretary of Education, by placing a notice in the *Federal Register*, may exempt schoolwide programs from the statutory or regulatory provisions of any other noncompetitive formula grants administered by the Secretary, other than such programs under the Individuals with Disabilities Education Act (IDEA). Such an exemption will be granted only if the intent and purpose of the other programs are met.

A school using funds from other programs, however, is not relieved of requirements relating to health, safety, civil rights, gender equity, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, supplement not supplant rules, or the distribution of funds to state or local agencies that apply for the receipt of funds from such programs.

### **Whole School Reform**

- For a Title I Whole School Reform School that meets the 50 percent poverty criterion and wants to become a schoolwide program school for 2001-2002, the NJDOE will consider the planning that took place to become a whole school reform school as sufficient to meet the Title I planning requirements. The **approved whole school reform plan** will be accepted in place of a separate schoolwide program plan.
- If a whole school reform school wants to become a Title I schoolwide program but does not meet the poverty requirements, the LEA, on behalf of the school, must apply directly to the federal government for a waiver of the poverty requirements. Refer to these Guidelines (Section VII – 1-2, Waivers) and the January 1999 memo to Chief School Administrators for the process and the timelines.

## **Federal Programs That Can Be Combined In Schoolwide Programs**

Improving America's Schools Act of 1994 (IASA), P.L. 103-382, Amendments to the Elementary and Secondary Education Act of 1965 (ESEA):

Title I, Part A of ESEA: *Helping Disadvantaged Children Meet High Standards, Improving Basic Programs Operated by Local Education Agencies*

Title I, Part B of ESEA: *Even Start Family Literacy*

Title I, Part C of ESEA: *Education of Migratory Children*

Title I, Part D of ESEA: *Neglected, Delinquent or At Risk Youth*

Title II of ESEA: *Eisenhower Professional Development Program*

Title III, Part A, Subpart 2 of ESEA: *Technology for Education*

Title IV of ESEA: *Safe and Drug-Free Schools and Communities Act*

Title V, Part A of ESEA: *Magnet Schools*

Title VI of ESEA: *Innovative Education Programs*

Title VII of ESEA: *Bilingual Education*

Title IX of ESEA: *Indian Education*

Title VII of the Stewart B. McKinney Homeless Assistance Act: *Education for Homeless Children and Youth*

Title VIII of ESEA: *Impact Aid*

Goals 2000: Educate America Act

Individuals with Disabilities Education Act (IDEA)

School-to-Work Opportunities Act

Perkins Vocational Education Act



**New Jersey Department of Education**  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**Title I Description of Schoolwide Programs**  
**CHECKLIST**

School \_\_\_\_\_

LEA \_\_\_\_\_

Check	Areas to be Covered in Schoolwide Plan
	Description of comprehensive needs assessment.
	Description of schoolwide reform strategies based upon state content and performance standards.
	Description of instruction by highly qualified professional staff.
	Description of strategies to increase parental involvement.
	Description of the plans for assisting preschool children to make the transition from early childhood programs to local elementary school programs.
	Description of how teachers are included in decisions regarding the appropriate use of assessment to improve the performance of individual students and the overall instructional program.
	Description of the activities to ensure that during the school year students who have difficulty meeting performance standards are: 1) identified in a timely manner, and 2) provided with effective assistance.
	Description of the school-based professional development activities for teachers, aides, pupils services personnel, parents, principals and other staff.
	Description of how Title I and other resources will be used to implement the program.
	List of other state, federal and locally funded programs that will be included.
	Description of how the school will provide and interpret individual student assessment results for parents.
	Description of the method for collecting achievement and assessment data that are desegregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared with other students, and economically disadvantaged students as compared with those who are not economically disadvantaged.
	Description of statistically sound methods of gathering such data.
	Provision for the public reporting of statistically sound data.

## **TARGETED ASSISTANCE SCHOOLS (IASA §1115)**

All schools receiving Title I funds that are either ineligible for or choosing not to elect the option of operating Schoolwide Programs will be known as Targeted Assistance Schools. Such schools may use Title I funds only for services to children identified as having the greatest need for special assistance.

### **Eligible Population**

The population eligible for Title I services in a Targeted Assistance School includes children not older than age 21 who are entitled to a free public education through grade 12. Preschool age children who are old enough to benefit from an organized instructional program in a school or other educational setting are also eligible. Children who are economically disadvantaged; children with disabilities; migrant children; limited English proficient children; and children who participated in a Head Start or Even Start program at any time during the two years preceding the year for which selection is made are eligible for Title I services in Targeted Assistance Schools on the same basis as all other children.

Other children who may be eligible for Title I services are those in local institutions for neglected or delinquent children, or children attending community day programs for such children, and homeless children attending any school in the LEA.

### **Selection of Students**

Children eligible for services are those from the population described above and identified by the school as failing, or most at risk of failing, to meet the state student performance standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. Students identified from preschool through grade two, however, must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

### **Components of a Targeted Assistance School**

In a Targeted Assistance School, Title I funds must be used to help eligible children identified for Title I services to meet the same challenging state standards in reading, writing and mathematics as all other children in the school.

To this end, programs of instruction must be based on effective instructional approaches and other means of improving student achievement. Title I planning must be incorporated into existing school plans and must be coordinated with and support the regular education program of the school. Also, schools may provide services simultaneously by serving Title I students and students with similar educational needs in the same educational setting, where appropriate.



In planning, consideration should be given to the following: 1) extending learning time; 2) providing an accelerated, high-quality curriculum; 3) minimizing “pull-out” instruction; 4) providing instruction by highly qualified staff; 5) upgrading staff through additional training; 6) using strategies such as family literacy services, to increase parental involvement; 7) coordinating and supporting the regular educational program, including such services as counseling, mentoring, college and career awareness and preparation; and 8) helping students to make transitions, such as those from early childhood programs to elementary school programs and from school to work.

### **Requirements**

Targeted Assistance Schools are required to coordinate with other resources in order to maximize opportunities for students to meet New Jersey's content and performance standards. In addition, Targeted Assistance Schools are required to review the progress of participating students on an ongoing basis and revising the program, if necessary, to enable students to improve their achievement. Each Targeted Assistance School will devote sufficient resources to carry out effectively appropriate professional development activities for FY 2002. Such a school may, however, enter into a consortium with another school to carry out such activities.

### **Comprehensive Services**

A Targeted Assistance School may provide Comprehensive Services if health, nutrition and other social services are not otherwise available to eligible children in a Targeted Assistance School. Then as a last resort, a portion of allocated Title I funds may be used to provide such services as eyeglasses, hearing aids and other basic medical equipment; compensation of a coordinator; and training for teachers, other staff and parents in identifying and meeting the comprehensive needs of eligible children.

Comprehensive services may be provided only if the school has engaged in a comprehensive needs assessment, has established a collaborative partnership with local service providers, and has determined that funds for such services are not reasonably available from other public or private sources.

### **PUBLIC SCHOOL CHOICE (IASA §1115A)**

An LEA may use Title I funds and state, local and private funds to develop and implement programs which will enable parents of Title I children to select the public school their children will attend. An LEA wishing to implement such a program must develop a comprehensive plan, including the following assurances:

- all eligible students across schools have access to the program;
- schools which follow a racially discriminatory policy are not included;
- a description of how Title I resources will be used to implement the plan;
- a description of how the schools will provide individual student assessment results, including an interpretation of such results, to parents of participating children;
- the plan will be developed with the involvement of the community to be served and individuals who will carry it out, including teachers, principals and other staff; and if the plan relates to one or more secondary schools, students from the school(s) will be involved.
- the plan will be made available to parents and the public;
- the program will not include schools that do not receive Title I funds;
- the program will not use Title I funds to pay for transportation costs;
- both the sending and the receiving schools agree to the student transfer; and
- the LEA will comply with other Title I requirements.



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**LEA ALLOCATION REFUSAL**

**LEA Code: \_ \_ \_ \_ - 02**

The \_\_\_\_\_ Board of Education on \_\_\_\_\_ (date) hereby resolves not to apply for the funds indicated for the Title(s) checked below for Fiscal Year 2002:

Title I, Part A - Helping Disadvantaged Children Meet High Standards	\$
Title I, Part A - Neglected	\$
Title I, Part D - Delinquent	\$
Title II, Part B - Eisenhower Professional Development Program	\$
Title IV - Safe and Drug-Free Schools and Communities Act	\$
Title VI - Innovative Education Programs and Strategies	\$
Class-Size Reduction Program	\$

It is understood that this refusal to accept funds for Fiscal Year 2002 will not prevent the district from applying for or receiving its allocation for any subsequent year.

Chief School Administrator Signature

\_\_\_\_\_  
Board Secretary Signature

Board Approval Date

## Private Nonprofit School Participation

### ESEA Title VI, Innovative Education Program Strategies/Class-Size Reduction

Determining Nonprofit Status	Consultation Requirements	Equitable Services
<p><i>Nonprofit</i>, as applied to an agency, organization, or institution, means that it is owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity (EDGAR 34 CFR 77.1)</p> <p>A private school may prove that it is a nonprofit organization by any of the following:</p> <ol style="list-style-type: none"> <li>(1) Proof that the IRS currently recognizes the school as an organization to which contributions are tax deductible under Section 501(c)(3);</li> <li>(2) A statement from a State taxing body or the State attorney general certifying that: <ul style="list-style-type: none"> <li>• The organization is a nonprofit organization operating within the State; and</li> <li>• No part of its net earnings may lawfully benefit any private shareholder or individual;</li> </ul> </li> <li>(3) A certified copy of the school's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the school (extracted from 34 CFR 75.51).</li> </ol>	<p>P. L. 103-382, Section 6303(a)(1)(B)(5):</p> <p>The LEA must systematically consult in the design, planning, and implementation of Title VI programs (prior to submittal of the application and during program implementation) with parents of children attending elementary and secondary schools, both public and private nonprofit, in the area served by the LEA.</p> <p>The LEA must also consult with teachers and administrative personnel in these schools and with other groups involved in the implementation of the program, such as librarians, school counselors, and other pupil services personnel, as considered appropriate by the LEA.</p> <p>P. L. 103-382, Section 6402(a) and 34 CFR 299.6(a):</p> <p>The LEA must consult annually with private nonprofit school officials to determine if such officials desire their students and teachers to receive the benefits of Title VI.</p> <p>For private schools that choose to participate, the LEA must provide for consultation that is "timely and meaningful."</p>	<p>P. L. 103-382, Section 6402(a)(1) and 34 CFR 299.7(b):</p> <p>The services that an LEA provides to private school children and their teachers must be equitable in comparison to the services and benefits provided to public school children and their teachers. Services are equitable if the LEA:</p> <ul style="list-style-type: none"> <li>• Addresses and assesses the needs and progress of private school children and their teachers on a comparable basis to public school children and their teachers;</li> <li>• Determines the number of students and their teachers to be served on an equitable basis;</li> <li>• Meets the equal expenditure requirements; and</li> </ul> <p>Provides private school children and their teachers with an opportunity to participate that (1) is equitable to the opportunity and benefits provided to public school children and teachers and (2) provides reasonable promise of participating private school children meeting challenging academic standards called for by the State's student performance standards and of private school teachers assisting their students in meeting high standards.</p>
<p>Private schools are not under "direct obligation" concerning 34 CFR 76.500; the obligation is "derivative" of the State's obligation under the law. Private school compliance is obligatory only to the extent that the law requires.</p> <ul style="list-style-type: none"> <li>• Title VI of the Civil Rights Act of 1964, as amended (prohibition of discrimination by race, color, or national origin), and the implementing regulations in 34 CFR 100;</li> <li>• Section 504 of the Rehabilitation Act of 1973, as amended (prohibition of discrimination on the basis of handicapping condition), and the implementing regulations in 34 CFR 104;</li> <li>• Title IX of the Education Amendments of 1972, as amended (prohibition of sex discrimination), and the implementing regulations in 34 CFR 106; and</li> <li>• Age Discrimination Act of 1975, as amended (prohibition of discrimination on basis of age) and the implementing regulations in 34 CFR 110.</li> </ul>		<p>The LEA shall make the final decisions with respect to the services to be provided to private school children and their teachers.</p> <p>If the needs of private school children and their teachers are different from the needs of children and teachers in the public schools, the LEA must provide program benefits for the private school children and teachers that are different from the benefits it provides to public school children and teachers.</p>

Equal Expenditures	Provision of Services	Administrative Requirements
<p>P. L. 103-382, Section 6402(b) and 34 CFR 299.7(a):</p> <p>Expenditures of funds made by an LEA for Title VI programs for private school children and teachers must be equal on a per-pupil basis to the amount of funds expended for participating public school children and teachers, taking into account the number and educational needs of those children and their teachers.</p>	<p><b>P. L. 103-382, Section 6402(c) and 34 CFR 299.8-9:</b></p> <p>Services may be provided:</p> <ul style="list-style-type: none"> <li>• by employees of a public agency; or</li> <li>• through contracts with a person, an association, agency, or corporation who or which, in the provision of services, is independent of the private school and of any religious organizations.</li> </ul> <p>Such employees or contracts shall be under the control and supervision of the public agency.</p> <p>Funds may not be used to pay for religious worship, instruction, or proselytization, nor may be funds be used to pay for equipment or supplies to be used in such (34 CFR 76.532).</p> <p>All services and benefits must be:</p> <ul style="list-style-type: none"> <li>• secular</li> <li>• neutral</li> <li>• nonideological</li> </ul> <p>Funds must supplement and not supplant the level of services that would, in the absence of Title VI funds and services, be available to participating children and teachers in private schools. Funds shall not be commingled with state or local funds.</p> <p>Funds shall be used to meet the <b>special</b> educational needs of participating children and teachers in private schools. Funds may not be used to meet the needs of the private school or to meet the <b>general</b> needs of children and teachers in private schools.</p> <p>Funds may not be used for repairs, remodeling, or construction of private school facilities.</p> <p>Funds may not be used to pay for substitutes for private school teachers.</p> <p>No funds may actually be transferred or provided to a private school.</p>	<p>P. L. 103-382, Section 6402(c) and 34 CFR 299.9:</p> <p>The LEA shall control and administer all funds used for the benefit of private nonprofit school children and teachers.</p> <p>The LEA must keep title to, and exercise continuing administrative control of, all property, equipment, and supplies acquired to benefit private school participants.</p> <p>The LEA may place (i.e., loan) equipment and supplies in a private school for the period of time needed for a program.</p> <p>The LEA must ensure that the equipment and supplies placed in a private school:</p> <ul style="list-style-type: none"> <li>• are used only for Title VI programs/purposes, and</li> <li>• can be removed from the private school without remodeling the private school facility.</li> </ul> <p>The LEA must remove equipment and supplies from the private school if :</p> <ul style="list-style-type: none"> <li>• such equipment or supplies are no longer needed for Title VI purposes; or</li> <li>• removal is necessary to avoid unauthorized use of the equipment or supplies for other than Title VI purposes.</li> </ul> <p>LEAs must monitor the use of Title VI supplies, materials, and equipment by private schools to ensure that their use is secular, neutral, and non-ideological, and that they are used for Title VI programs and services.</p>



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**SAMPLE PRIVATE SCHOOL PARTICIPATION LETTER**

(District Letterhead)

(Date)

(Heading)

Dear (Private School Representative):

[LEA Name(s)] district(s) will soon be making application for grant funds under Improving America's School Act (IASA). This application includes the following formula programs:

- Title I, Part A - Helping Disadvantaged Children Meet High Standards
- Title II, Part B, Eisenhower Professional Development Program
- Title IV, Safe and Drug-Free Schools and Communities Act
- Title VI, Innovative Education Program Strategies
- Class Size Reduction Program

Before making application, we would like to consult with you in order to ascertain the needs of children and teachers enrolled, and/or employed in your school, who are within our jurisdiction. This consultation will assist us in making decisions concerning the IASA application. The services identified as needed by you will be described in the LEA application along with an itemized budget to support the activities. Please provide information regarding:

- criteria used for low income
- criteria used to select student participation
- what services will be provided
- how and where the services will be provided
- how services will be assessed
- how funds will be used

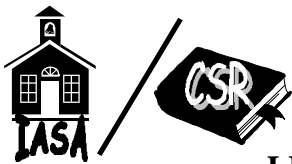
A planning meeting will take place at \_\_\_\_\_ (time) \_\_\_\_\_, on \_\_\_\_\_ (date) \_\_\_\_\_ at \_\_\_\_\_ (location) \_\_\_\_\_. Please call \_\_\_\_\_ (telephone number) \_\_\_\_\_ to confirm your participation or if you have any questions.

If you cannot attend, you may wish to send me suggestions or contact me via telephone. Written or verbal input must be received no later than the meeting date listed above.

If you do not wish to participate in one or more of the programs listed above, please complete the enclosed Private School Participation Refusal and return it to me within two weeks of receiving this letter.

Sincerely,

Chief School Administrator  
Enclosure



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**PRIVATE SCHOOL PARTICIPATION REFUSAL**

**Public School LEA Code    \_ \_ \_ \_ - 02**

\_\_\_\_\_ School on \_\_\_\_\_ (date) hereby resolves not to participate in the programs checked below for Fiscal Year 2002:

- \_\_\_ Title I, Part A – Helping Disadvantaged Children Meet High Standards
- \_\_\_ Title II, Part B – Eisenhower Professional Development Program                      \$ \_\_\_\_\_
- \_\_\_ Title IV – Safe and Drug-Free Schools and Communities Act                      \$ \_\_\_\_\_
- \_\_\_ Title VI – Innovative Education Program Strategies                      \$ \_\_\_\_\_
- \_\_\_ Class-Size Reduction Program

It is understood that this refusal to participate in programs for Fiscal Year 2002 will not prevent the pupils and teachers from participating in any subsequent year.

\_\_\_\_\_  
Authorized School Administrator Signature

\_\_\_\_\_  
Date



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**SAMPLE PRIVATE SCHOOL SURVEY LETTER**  
***(TITLE I ONLY)***

**(District Letterhead)**

Dear Parents:

The Improving America's Schools Act of 1994 reauthorized federal legislation to continue to provide a variety of programs, materials and services to children and teachers in private schools similar to those provided to public school students and teachers. These activities are enhanced by additional federal funds provided for areas having families whose income falls below specific levels or who benefit from other federal assistance programs. In order for our children to benefit from these additional funds, it is very important for us to know how many children attending our school come from these families.

Please review the enclosed survey and simply indicate by a Yes or No if you meet the criteria. This information is essential to insure our continued participation in the federal programs, such as Title I, currently serving your child(ren). It is an important benefit that we do not want to lose. Please sign and return this form as soon as possible. All information will be kept confidential.

Thank you for your assistance with this survey.

Sincerely,

Principal of Private School

Enclosure





New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**SAMPLE PRIVATE SCHOOL SURVEY**  
***(TITLE I ONLY)***

Family Survey

1. Find your family size and the annual, monthly or weekly income level listed beside it on the chart below:

Source: Income Eligibility Guidelines (42 U. S. C. 1758(b)(1))  
 (Effective from July 1, 2000 to June 30, 2001)

<u>Family Size</u>	<u>Annual</u>	<u>Monthly</u>	<u>Weekly</u>
1	\$15,448	\$1,288	\$298
2	\$20,813	\$1,735	\$401
3	\$26,178	\$2,182	\$504
4	\$31,543	\$2,629	\$607
5	\$36,908	\$3,076	\$710
6	\$42,273	\$3,523	\$813
7	\$47,638	\$3,970	\$917
8	\$53,003	\$4,417	\$1020
For each additional family member add:	+\$ 5,365	+\$ 448	+\$104

Is your family income less than this amount? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are you receiving assistance under the Aid to Families with Dependent Children program?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

3. Are any of your children eligible to receive medical assistance under the Medicaid program?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

Signature \_\_\_\_\_

Name (please print) \_\_\_\_\_

Address \_\_\_\_\_  
 \_\_\_\_\_

This information may be reproduced in English, Spanish and any other language necessary for a particular locality.

Telephone calls may need to be made to parents who did not respond, particularly if the school felt that they might qualify.



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

Excerpts from the "Local Education Agency Indirect Cost Manual"

## BUDGETING INDIRECT COSTS IN FIXED-GRANT AWARDS

- A. Fixed or entitlement grants give the grantee a predetermined amount of funds based on an established indicator (e.g., number of students in a program). All federal entitlement programs are fixed grants.
- B. Steps to be followed in calculating the maximum amount of indirect costs that can be included in a fixed-grant budget are as follows:
  1. Determine the amount of grant funds to be used for capital outlay expenditures and subtract that amount from the grant award.
  2. Let one hundred percent equal direct cost and add to the one hundred percent the indirect cost.
  3. Take the figure obtained in step B-1 and divide that figure by the figure obtained in step B-2. The result will be the maximum amount of direct costs that can be charged to the grant in order to receive the maximum amount of indirect costs.
  4. Subtract from the figure obtained in step B-1 the amount obtained in step B-3. The result is the maximum amount of indirect cost that can be charged to the grant.
  5. Budgeted expenditures for capital outlay plus the figures obtained in step B-3 and B-4 should equal the total of the fixed-grant award.
- C. The following is an example of the procedures outlined in paragraph B above:
 

Assume that a district received a \$100,000 federal entitlement grant and the district plans to budget \$5,000 of this grant for capital outlay purposes. Also assume that the district has an indirect cost rate of 2 percent (.0200).

  1. \$100,000 (grant award), minus \$5,000 (capital outlay) = \$95,000.
  2. 1.00 (100% = direct costs) plus .0200 (indirect costs) = 1.0200.
  3. \$95,000  
 $1.0200 = \$93,137$  (maximum amount of the grant that can be budgeted as direct costs in order to budget for maximum amount of indirect cost).
  4. \$95,000 minus \$93,137 = \$1,863 (maximum amount of indirect costs that could be claimed against grant).
  5. Capital outlay + direct costs + indirect costs = Total grant.  

$$\begin{array}{rccccccc} \$5,000 & + & \$93,137 & + & \$1,863 & = & \$100,000. \end{array}$$

**NOTE:** The above example shows how to calculate the maximum amount of indirect costs that could be claimed against a grant; however, the amount of indirect costs actually paid for a fixed grant will depend on the actual amount of direct costs actually incurred for the grant. In no case can the amount

of actual direct costs plus calculated indirect costs plus capital outlay costs exceed the total amount of the fixed-grant award.



New Jersey Department of Education  
**Improving America's Schools Act (IASA)**  
**LEA Consolidated Formula Subgrant Application**  
**Fiscal Year FY 2002**

**CALCULATION OF INDIRECT COSTS**

**NOTE: Indirect costs may be charged to federal programs only if the LEA has an indirect cost rate approved by the NJDOE.**

STEP 1. Total Award (amount requested) minus Equipment = Subtotal

STEP 2: Subtotal divided by (1.0 + the Restricted %) = Direct Cost

STEP 3: Subtotal minus the Direct Cost = Indirect Cost

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**EXAMPLE:**

(Restricted percentage = 4.9%)

STEP 1.       \$110,000.00 (Total Award)  
              - 10,000.00 (Equipment Expenses)  
              100,000.00 (Subtotal)

STEP 2:       \$ 100,000.00 = \$95,329.00 (Direct Cost)  
                  (1+ .049)

STEP 3:       \$100,000.00 (Subtotal)  
              - 95,329.00 (Direct Cost)  
              4,671.00 (Indirect Cost)

## QUICK REFERENCE OF COMMONLY REQUESTED COSTS

**NOTE** This document is a quick reference of GAAP function and object codes to be used by applicants of **entitlement grants** (Handbook 2R2), issued by the Department of Education in 1992. Consult the governing entitlement program Guidelines

Expenditure Category	Function & Object Code
Advertising	200-500
Benefits	200-200
Books (including shipping & handling)	200-600
Textbooks & Workbooks (student use)	
Conferences/Workshops	
Staff Re	200-500
Hotel, Meals, Travel	
Consultants (includes travel & expenses)	
Educational, working directly with students	200-300
Educational	
Copying/duplicating	200-500
Instructional	400-731
	400-732
Field trips	100-800
Transportation (bus rental)	
Food	200-600
Catering	200-500
	200-600

<b>Cost Category</b>	<b>Function &amp; Object Code</b>
<b>Graphic design</b>	
<b>Consultant fees</b>	200-300
<b>Vendor</b>	200-300
<b>Indirect Costs (approved rate)</b>	200-860
<b>Internet access and videoconferencing (line charges, use charges)</b>	
<b>Instructional</b>	100-500
<b>Noninstructional</b>	200-500
<b>Leases/rentals</b>	
<b>Instructional equipment</b>	100-500
<b>Non-Instructional equipment, vehicles</b>	200-400
<b>Maintenance Contracts</b>	
<b>Vehicles &amp; Equipment</b>	200-400
<b>Postage</b>	200-500
<b>Printing</b>	200-500
<b>Repairs &amp; Maintenance</b>	
<b>Vehicles &amp; Equipment</b>	200-400
<b>Salaries (full or part-time)</b>	
<b>Instructional</b>	100-100
<b>Noninstructional</b>	200-100
<b>Schoolwide Programs</b>	
<b>Abbott Districts</b>	520-930
<b>Non-Abbott Districts</b>	520-932
<b>Software</b>	
<b>Instructional</b>	100-600
<b>Noninstructional</b>	200-600
<b>Substitutes</b>	100-100

Cost Category	Function & Object Code
<b>Supplies</b>	
Instructional (classroom)	100-600
Non-instructional	200-600
<b>Teachers or Aides, (full or part-time employees of applicant)</b>	
Contracted salary & additional comp.	100-100
Curriculum work	200-100
<b>Telephone</b>	200-500
<b>Travel, staff</b>	200-580
Hotel, Meals	200-580
<b>Tuition</b>	
Students	100-500
Staff	200-500
<b>Vehicle</b>	
Gas	200-600
Insurance & Repairs	200-500

**\*NOTE: To be identified as equipment (rather than supplies), an item must meet all of the criteria:**

1. It retains its original shape, appearance and character with use,
2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance,
3. It is non-expendable; that is, if the item is damaged or worn out, it is more feasible to repair the item than to replace it,
4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and
5. The unit cost of the item is more than \$2000.

## RESOURCES FOR FURTHER INFORMATION

### TITLE I

Edwards, C. J. & Lin, A. C. (ed.), (1996). *Title I Handbook: Understanding and Implementing the Largest Federal Funding Program for the Education of the Disadvantaged*. Education Funding Research Council, 4301 N. Fairfax Dr., Suite 875, Arlington, VA 22203.

USDOE (1996, April 11) *Policy Guidance for Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies*. 400 Maryland Ave., S.W., Washington, DC 20202. [http://www.ed.gov/legislation/ESEA/Title\\_I](http://www.ed.gov/legislation/ESEA/Title_I)

USDOE (1998) *An Idea Book: Implementing Schoolwide Programs*. 400 Maryland Ave., S.W., Washington, DC 20202.

USDOE (1996, September) *Companion Document: Cross-Cutting Guidance for Elementary and Secondary Education Act*. 400 Maryland Ave., S.W., Washington, DC 20202.

### Other Resources

Center for Law and Education (1996) *Planning for Title I Programs - Guidelines for Parents, Advocates and Educators* (1875 Connecticut Ave. NW, Suite 510, Washington, DC 20009)

The Education Trust (1996) *A New Chance - Making The Most of Title I*. 1725 K Street, NW, Washington DC 20006 (202-293-1217).

Macfarlane, E. C. (1995) *Boost Family Involvement: How to Make Your Program Succeed Under the New Title I Guidelines*. ERIC/EDINFO Press, Indiana University, P. O. Box 5953, Bloomington, IN 47407.

USDOE *America Goes Back to School: Partners' Activity Guide 1995-96*. (800-USA-LEARN)

USDOE *America Goes Back to School: Partners' Activity Kit 1996-97*. (800-USA-LEARN)

U. S. Department of Education Online: <http://www.ed.gov/>

USDOE (monthly) *Community Update*. Office of Intergovernmental and Interagency Affairs.

USDOE (periodic) *Improving America's Schools: A Newsletter on Issues in School Reform*. <http://www.ed.gov/pubs/IASA/newsletters/schoolwide/>

USDOE *Reaching All Families: Creating Family-Friendly Schools*. Office of Educational Research and Improvement.

USDOE (1994, September) *Strong Families, Strong Schools: Building Community Partnerships for Learning: A Research Base for Family Involvement in Learning*. (800-USA-LEARN)



USDOE (1997, September) *Title XIV Guidance and Additional Schoolwide Program Guidance*  
400 Maryland Ave., S.W. Washington D.C. 20202-6100

## **TITLE II**

*The Northwest Regional Educational Laboratory Program Report; Guidebook on Developing Indicators*; Kim O. Yap, Ph.D.; August 1997. Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204. (503-275-9500)

## **TITLE IV**

### **Websites:**

<http://www.ed.gov/offices/OESE/SDFS>

<http://www.njyouth.com/vfree/>

*New Jersey Comprehensive Health Education and Physical Education Curriculum Framework*. 1999. New Jersey State Department of Education, Office of Management Services, CN 500, Trenton, NJ 08625-0500.

*Making the Grade: A Guide to School Drug Prevention Programs*. 1995. Drug Strategies, 2445 M Street, NW, Suite 480, Washington, DC 20037. 1996.

*Keeping Score: What We are Getting for Our Federal Drug Control Dollars?* Drug Strategies, 2445 M Street, NW, Suite 480, Washington, DC 20037.

*Municipal Alliance Committee: Information Guide for Developing Educational Outreach Programs*. 1993. Governor's Council on Alcoholism and Drug Abuse, CN 345, Trenton, NJ 08625-0345.

*Toward Safe and Drug-Free Schools and Communities: Evaluating Substance Abuse and Violence Prevention Programs*. 1995. The Northeast Regional Center for Drug-Free Schools and Communities for the United States Department of Education. Super Teams, 12 Overton Avenue, Sayreville, NJ 11782.

## **TITLE VI**

*Elementary and Secondary Education Act as amended by Improving America's Schools Act of 1994, Guidance for Title VI of the ESEA Innovative Program Strategies*. November 1999. United States Department of Education, Washington, D.C.

<http://www.ed.gov/pubs/Final/purpose.html>

## **CLASS-SIZE REDUCTION**

<http://www.ed.gov/offices/OESE/ClassSize/>